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# COOPERATIVE EDUCATION

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Studies of the Cooperative Project

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Prof. Bernhard Ostrolenk, Project Director

Series D.

COOPERATIVE EDUCATION

Part I.

Bibliographical Review of Literature  
on  
Cooperative Education

by  
V.J. Tereshtenko  
and Research Staff of the Cooperative Project

Federal Works Agency  
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## P R E F A C E

This, the sixth publication of the Cooperative Project and the first of its Series D, deals with the educational aspect of the Cooperative Movement.

The main body of this volume consists of abstracts of 567 publications in the field under consideration. The work, however, may be used, not only as a bibliographical guide through the entire range of the literature pertaining to Cooperative Education, but also as reading material for students and educators. Description of procedures used in preparing this publication is given in "Explanatory Notes." Bibliographical, Geographical and Topical Indices, as well as Index of Organizations and Agencies referred to in the text of abstracts may simplify for the readers the task of locating information on a variety of specific questions involved in the study of Cooperative Education. The number of such questions is great. Even a cursory reading of the introductory article by Valery J. Tereshtenko, Project Supervisor, makes clear what complexity of problems are hidden behind the modest term "cooperative education."

In accordance with the aims of the Cooperative Project's work, no particular points of view are endorsed, advocated or rejected in this volume. The available data are only collected, analysed, condensed and classified. In presenting this volume we hope to provide subject matter for discussions and to offer to readers data on cooperative education which are attracting considerable attention to day from those concerned with the problem of education in general. The latter, in turn, represent today in our war-torn world "the first line of defense of a democracy," using the words of John W. Studebaker, U.S. Commissioner of Education. Says the Commissioner: "Every school administrator in the United States, every teacher and every student of mature years needs to know what is happening in the schools, both here and abroad. They need a basis for judging relative dangers and possible outcomes....To the building of a stronger America the schools of the nation are dedicated."

Study of cooperative education brings to light those fundamentals underlying the philosophy of our "education for democracy" which differ so much from the ones on which education in countries under dictatorship is based. By releasing the volume dealing with the subject of special importance today, we wish to put an additional stone in our "first line of defense."

For making this work possible, I wish to express my acknowledgement to Dr. Isador Lubin, Commissioner, U.S. Bureau of Labor Statistics, who accepted the sponsorship of the Cooperative Project; to Miss Florence E. Parker, the Bureau's representative for the Project, for her active and valuable support of our research and to the Work Projects Administration for the City of New York, under whose auspices this Project has been conducted.

In referring to the Work Projects Administration for the City of New York, I consider it my duty and pleasure to mention the names of Mr. J. L. Ginniff, Director of the Division of Community Service Program whose support we always enjoy and of Mr. C. T. Mooreside, Chief, Research & Record Program Section, by whose aid we benefit so much. I

am using this opportunity also to express my appreciation to Mr. S. H. Mishkin, Unit Manager, for his cooperation, his interest in our work and his valuable assistance.

For co-sponsorship and endorsement of this Project I am indebted to Professors O. S. Morgan and P. F. Brissenden of Columbia University, Mr. B. G. Dressler, Cand. of E. Sc. at the College of the City of New York, Professor P. Studensky of New York University, and the Cooperative League of the United States.

As to the Cooperative Project staff itself, space does not permit enumerating all the names deserving credit for this publication. Only splendid cooperation of all staff members, inspired by the determination and devotion to the work of their supervisor, Mr. V.J. Tereshtenko, under whose professional guidance this Project is conducted, made possible the accomplishment of this volume. Among those of his assistants who have specially contributed to this publication are Dr. D. M. Beach and Mr. William J. Stevens, of the Editorial staff, and Mr. Albert I. Murray and Miss Amelia A. Aitken, attending to the bibliographical procedures. Credit for special efforts should also be given to Mrs. Hilder Schoenig, Miss N. Fauchald-Helling and Miss Anne Zona.

Bernhard Ostrolenk

New York City  
1941

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## AIMS AND PURPOSES OF COOPERATIVE EDUCATION

Exactly what is cooperative education? The question itself sounds elementary. And yet the diversity of answers received is surprising and fully reveals the complexity of complementary problems which immediately arise as soon as an attempt is made to give a clear-cut definition of cooperative education. Perhaps a simple example may illustrate our thought. The expression "cooperative school" is constantly and loosely used. But what is a "cooperative school?" Is it an institution where Cooperation is taught or can any school be designated as a "cooperative school" regardless of its curriculum, once its organization and management is based on cooperative principles or - eventually - once it is conducted by a cooperative organization? Our answer is - both, despite the fact that at first glance these two types of "cooperative schools" have nothing in common.

It would be erroneous to think that this paradox originates in imperfectly crystallized cooperative terminology only, for the cause goes much deeper than language. In early eras, when universal public education was unknown, "cooperative school" was simply a device for early cooperators to obtain an education and thus accomplish the tasks otherwise unachievable by the untrained individuals. The study of cooperation - in the specific meaning of the word - in such schools entered the picture much later. The study of general trends of interpretation of aims of cooperative education discloses the fact that a "cooperative school" (as an institution where cooperative principles are taught) is a relatively later development, largely depending upon the fact that public education became generally available in the progress of time.



An analysis of the ideological foundations of cooperative education given in such "cooperative schools" as that in Freldorf, Switzerland ("Genossenschaftliche Seminar"), in Sweden, Denmark, and especially in that modern "Mecca of the cooperative world" - Antigonish, Nova Scotia - reveals additional characteristics of cooperative education, already ascertaining the task of not only communicating certain knowledge and routine in the specialized work but also disciplining the will and sentiment and developing in students a new approach to the universe and a new life-philosophy. Cooperative education, in this connotation, is not only designed to afford training in the principle, history and present status of the cooperative movement but also to teach how actually to cooperate.

Courses on cooperation conducted by Kooperativa Förbundet in Sweden, and subjects taught at the well known "Swedish Cooperative Correspondence School," play a secondary role in the program of teaching. Still, practical activities of the Swedish Cooperative Union in the field of cooperation are everywhere considered by cooperators as outstanding features of Swedish cooperation. The general system of the famous Danish folk schools and auxiliary adult education is constantly referred to as a brilliantly developed method of cooperative education. Yet the majority of Danish cooperatives do not regard actual educational activities of the classroom type as an integral part of their functions, and rarely do they follow a commonly observed Rochdale rule of using a certain percentage of the society surplus savings for educational purposes. It is a fact that Danish cooperators like to say that their folk schools teach how to cooperate, rather than teach "cooperation" in the academic sense.

In her book, "The Farmers Union Triangle" (published by the Farmers Union Education Service of Jamestown, North Dakota), Gladys Talbott Edwards relates the following story - told by the late Morris Erickson

- to illustrate the need of proper understanding of the Cooperative Movement on the part of cooperative employees:

"The great English architect, Sir Christopher Wren, who designed the famous St. Paul's Cathedral in London, and many of its other beautiful churches, was found walking down among the workers who were engaged in building the structures he had dreamed. One day he stopped to talk to three men who were at work laying brick in a wall. All were doing identical work. To each, Sir Christopher put the same question, "What are you doing?" Answered the first man, "I am laying brick and mortar." Answered the second man, "I am earning two shillings a day." But the third man, with a lilt in his voice and a light in his eye answered, as he straightened to his full height and looked his questioner in the eye, "I am helping Sir Christopher Wren to build a cathedral."

This anecdote may be used very well to illustrate symbolically possible differences in understandings of the aims of cooperative education. Cooperative education may be a device to obtain general education by means previously unavailable; an emphasis in its scheme may be placed upon the studying of cooperative methods of doing business; to cooperative education may also be assigned the task of teaching how "to build the cathedral" of the "Cooperative Commonwealth."

Such diversity in understanding the aims of cooperative education is possible in view of existing differences in interpretation of the Cooperative Movement itself. If the ultimate purpose of Cooperation is "to produce a better civilization"\* and to rebuild the very foundations of our social and economic life on new and "more fair" principles, then the aims of cooperative education should be interpreted accordingly. Many cooperators, however, accept quite a different theory. We have in mind the so-called "business theory," interpreting Cooperation as only a certain specific method of doing business. In the light of cooperation of this practical nature, the purposes and aims of cooperative education are limited to disseminating knowledge concerning cooperative principles, rules and such techniques which prove to be the most effective in organization and management of cooperative organ-

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\* Dr. J. P. Warbasse, Cooperative Education, New York City, 1938, page 7.

izations. If the ultimate purposes of cooperation are only to make certain adjustments and to correct certain shortcomings in the organization of our social and economic life, without changing its very foundations, even evolutionally and peacefully, then also the aims of cooperative education should be less ambitious and might even be reduced to only a chapter in the field of a more general "consumer education."

The close inter-relation between "consumer education" and "cooperative education" cannot be over-emphasized. "... without adequate consumer education a consumer cooperative cannot exist," says Dr. Herbert E. Evans, Vice President, Consumer Distribution Corporation, New York City, at the second national conference on consumer education held at Stevens College in Missouri.\* Proceeding with the explanation of the difference between a consumer cooperative and consumer enterprises in general, he observes that:

"While we are all consumers, the difference between a consumer cooperative enterprise and any other sort of enterprise dealing with consumers is that consumers own the cooperative, plan and develop consumer education programs while in other forms of business, consumers purchase from owners other than themselves, and for purposes of intelligent purchasing set up consumer education enterprises".\*\*

The close inter-relationship between consumer education and cooperative education cannot be denied. However, the question arises whether cooperative education should necessarily be treated as a part of consumer education. The answer depends not only upon the meaning attributed to consumer education but also upon the interpretation of the aims of cooperative education.

In the statement of policy issued in March, 1940, by the Institute of Consumer Education at Columbia, Missouri, the following definition of consumer education is accepted: "Consumer education is the

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\* Proceedings of the Second National Conference, Institute for Consumer Education, Stevens College, Columbia, Missouri, Bulletin #2, July, 1940, page 22.

\*\* Ibid



development in attaining the maximum individual and group satisfaction for time, effort and money expended." In accordance with this definition, in one of the Institute's publications, we read: "Consumer education is broadly interpreted to relate to those matters of economy concerning consumers as individuals and consumers as members of society".\* Again, in the same publication (referring to page 137), the following statement appears: "The consumer cooperative movement represents the oldest and most important single element in the cooperative movement as a whole."

"Cooperatives are ... an active and articular part of the movement and much of the recent expansion among cooperatives can be traced to the newly aroused interest in economic activity motivated by consumer welfare," states Orin E. Burley in a study devoted to distribution.\*\*

If one agrees that the task of cooperative education is to teach certain specific techniques of doing business, then all the points of view as presented above should be fully endorsed. Cooperatives, being regarded as agencies of consumer education, it would devolve upon consumer educators to determine what plan for teaching cooperation is most adaptable for the study of cooperatives within the program of consumer education. The whole point of view may be reversed, however, by advocates of the "cooperative commonwealth" theory of cooperation, which pre-determines the ultimate purposes of cooperative education as well. If cooperative education is approached in the light of the latter theory, then consumer education should be regarded only as a prerequisite for the success of cooperatives. The development of consumer consciousness in the general public may be accepted by coopera-

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\* Helen Sorenson, The Consumer Movement - What It is and What It Means, 1941, page 78.

\*\* Orin E. Burley, The Consumer's Cooperative as a Distributive Agency, 1939, page 17.

tors of this school of thought only as an important factor and not as the ultimate goal in the growth of the cooperative movement. In the light of this controversy, cooperative education does not constitute a part of consumer education as a whole but, vice versa, consumer education is subject to treatment as a part in the program of cooperative education.

At first observation, the question under consideration may seem to be a rather theoretical one. Actually, however, the problem assumes great importance when it comes to making decisions as to the assigning of an appropriate place to Cooperation in the curriculum of various educational institutions. The dominating viewpoint today is that the study of consumer cooperatives should be integrated with courses dealing with other types of business, and that information on cooperatives should be included in courses on consumer education, history, economics, civics, etc. This point of view was originally endorsed and recently re-endorsed by the Committee on Cooperatives of the National Education Association.

It would be an exaggeration to elevate the difference in possible points of view, as to what place Cooperation should have in the school curriculum, to a degree of "controversy", and still it is more than a mere question of the technique of teaching. Again referring to the deliberations of the Second National Conference at Stephens College, we read (on page 141) that:

"Cooperators were cautioned not to think that they are unique in seeking to improve the welfare of consumers. One of the troubles with some cooperators, which covers their own actions and alienates some consumers, is that they dream of the ultimate cooperative commonwealth at the expense of bending their energies to the more immediate objective of trying to make the very enterprise system work better. The cooperative movement does and must continue to participate with the rest of the consumer movement in advocating research in consumer problems, scientific mass purchasing standards .... Cooperatives have the resources, the trained leadership and the machinery to further consumer education."

It is generally accepted that the growth of Consumer Education will benefit the cooperative movement, and all signs indicate that there has been a tremendous increase in its various expressions in recent years. In 1940, the Institute for Consumer Education inquired of 200 colleges and universities about the place of consumer education in programs for their summer sessions. The replies received showed that 125 different courses were being offered in 63 of the 200 institutions. According to the survey of Henry Harap, there was an increase of over 250 percent in the number of courses in the field of consumer education between 1935 and 1938.\* While only about 35 percent of the texts published from 1930 to 1937 had sections on consumer problems, approximately 50 percent of the 1938-1939 publications included such matter.\*\*

And yet, when it comes to teaching cooperation specifically the situation is far from satisfactory for cooperators. In the concluding chapter of the report prepared by the American Council on Education for the International Institute of Intellectual Cooperation at Paris (in response to the inquiry made about the status of the teaching of cooperative economic enterprise in this country), we read:

"The teaching of cooperation in colleges and universities in the United States is in a very rudimentary stage, most of it being done for farmers and with the help of the Cooperative Extension Service of the United States Department of Agriculture."\*\*\*

It would be out of place to analyze all the causes of this lag. However, in conjunction with the question whether cooperation should

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- \* Seventy-one Courses in Consumption, School Review, October, 1938.
  - \*\* Maurice Wieting and James Mendenhall, A New Consumer Grows Up, Retailing, Executive Edition, April 17, 1939.
  - \*\*\* The Teaching of Cooperative Economic Enterprise in the U.S. at Collegiate and Adult Levels. Report for the International Institute of Intellectual Cooperation, October, 1939. American Council on Education, page 57.

be taught only as a part of consumer education, an apprehension may be expressed whether teaching cooperation will ever grow out of the "rudimentary stage," as long as only a secondary and subordinate role continues to be assigned to it in educational institutions. Experience gained in teaching cooperation in foreign countries proves that reducing the program to references to specific phases of cooperation in related courses - instead of having a separate course upon cooperation - results in omitting precisely the most important part in teaching cooperation, namely, its ideology and philosophy. Such phases of cooperation as cooperative medicine, cooperative utilities, cooperative insurance, etc., are often entirely omitted, due to the difficulties encountered in finding general educational courses into which information on these phases of cooperation can be incorporated. Even more important to students is the fact that a complete picture of the Cooperative Movement as a whole is unobtainable unless cooperation is taught in a separate course and unless the data on its various phases are integrated and synthesized under the common denominator of "cooperative principles." Such are certain of the practical consequences of the theoretical question of the difference between consumer education and cooperative education.

The analysis of aims and purposes of cooperative education in the light of the present world situation makes it possible to attribute to it a new characteristic and place the emphasis in its interpretation on still another aspect. That

"The first line of defense of a democracy is education - because the first attack is directed at the heads and hearts of the people... the schools, colleges, the press, radio and motion pictures, the civic, cultural and educational organizations constitute the force of our first line of defense,"

is a declaration appearing in the pamphlet entitled "First Line of Defense," recently released by the United States Office of Education.



"Education for Democracy" as opposed to education for popular "isms" is the slogan of education in this country today, as endorsed by its government and educators themselves. The question to be answered is, however, What are the most efficient methods of such education and what are the means of achieving it? In the Foreword to "Education under Dictatorship,"\* Dr. John W. Studebaker, United States Commissioner of Education, has this to say:

"The special contribution which the schools can make in national preparedness at the present time is a matter of serious thought for teachers, principals, superintendents, and others concerned with the operation of the nation's great educational enterprise. All are agreed that the schools must become increasingly vital centers for the education of youth and adults facing a war-torn world. But how?"

"By cooperative education and education for cooperation," answer the advocates of cooperative education, proclaiming that it is the best available method of that "Positive Teaching of Democracy," the appeal for which was repeatedly made by President Nicholas Murray Butler of Columbia University, by Dean Paul Klapper of Queens College, New York, and by many other prominent educators. Approached from this point of view, to cooperative education is assigned the task of developing in students such qualities perpetuating the best American traditions and ideals as initiative, self-confidence, spirit of leadership and freedom; to inspire them for action at times when so much apprehension is expressed about youth's listlessness; to give them new enthusiasm and incentives in the form of cooperative principles; and, finally, to place an emphasis on interest and goals upon which all economic and social groups - according to cooperative theory - can unite.

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\* Education for National Defense Series, Pamphlet #15, prepared by the U.S. Office of Education, Washington, D.C., 1941.

One of the fundamentals of all social life is the capacity and readiness of individuals to work together, and the main problems of the democratic society is how to insure collective action while coincidentally safeguarding individual liberty. And this can be solved, according to the claim of cooperative leaders, by Cooperation. Past-day education was mainly concerned with developing the individual personality, while community education remains in its infancy. The claim is made that, through cooperative education, this shortcoming can be adjusted. To quote John Cassels\* in this connection:

"The term consumer when used with a social connotation suggests at once the idea of economic citizenship. Consumers are the citizens of our economic community...the consumer approach may be counted on to facilitate straight thinking on all the various issues that from time to time confront us... the consumer approach may be expected to prove particularly helpful because...it is more straightforward and more democratic than any other we might choose to adopt."

Dr. Herbert E. Evens, Vice-President, Consumer Distribution Corporation, New York,\*\* has advanced a conclusion in the following language:

"Cooperatives are interested in American private enterprise ... the consumers of Sweden have learned that they need no trust laws, for when any group in the community gets greedy and selfish, the consumers work a shop of their own and serve themselves."

"Cooperation is, I am convinced, the basic hope of democracy ... for Cooperation is the opposite of the dictatorship of totalitarianism, under government control," stated Congressman Jerry Voorhis of California\*\*\* in the course of a nation-wide broadcast to the youth of the country. In his recent book entitled "The Morale of Democracy," this legislator expressed the conviction that:

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\* "Consumer Education and Democracy," talk at General Federation of Committees Clubs Council made May 10, 1939. Quoted from "The Consumer and Defense," published by the Institute for Consumer Education, pages 73-76.

\*\* Proceedings of the Second National Conference, Institute for Consumer Education, Stephens College, Columbia, Mo., July, 1940, page 23.

\*\*\* Jerry Voorhis, The Morale of Democracy, New York, 1941.

"There must be born a dynamic faith in America - the sort of faith that has sent out missionaries to work and perish in far-off lands. It must be a faith practical and realistic... can there be such a faith? I believe so. I believe the cooperative movement can give America that faith. I believe it is democracy in practice, the antithesis of dictatorship, monopoly power, and the rule of force."

Speaking before a meeting of the Dairymen's League Cooperative Association at Syracuse, New York, on June 19, 1941, Secretary of Agriculture Claude R. Wickard stated:

"I sincerely hope to see the cooperative movement greatly strengthened in the years to come. For the cooperative movement flourishes with democracy and it can help to keep democracy vital and dynamic. The cooperative movement in the United States is still young. It is still growing. It has almost unlimited potentialities."

Once emphasis in interpreting cooperation is placed on its importance for democracy, a new characteristic is attributed to purposes of cooperative education. Also its methods and techniques acquire a new light in this case. The cornerstone of methods of cooperative education is represented by study and discussion groups. Independently, and without reference to cooperation as such, Commissioner John W. Studebaker, United States Commissioner of Education, has written:

"The public forum, the study circle, and the discussion group are vehicles for the development of intelligent convictions. By using these educational vehicles to enlighten their minds and to test their beliefs, Americans have made progress in self-government. These vehicles now ought to be used in the defense of self-government. Let us expand public forums."\*

The identity of methods of cooperative education and of "Education for Democracy" is used as an additional argument for interpretation of cooperative education in the light of modern trends in contemporary education in general.

The three outlined possible approaches to aims of cooperative education--that is, (a) regarding it as "Education for Democracy,"

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\*"First Line of Defense," released by the U.S. Office of Education, Washington, D.C., 1941.

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(b) considering it in the guise of education of consumers to do business in a certain specific "cooperative way," and finally (c) delegating to cooperative education the task to bring up "the Cooperative Commonwealth"--do not wholly exhaust the list of all possible interpretations of aims and purposes of cooperative education. They do make it clear, however, that (even with the recording of almost a century of cooperative history) the task of the students of cooperative education is not limited today to finding the methods and instruments best adapted to cooperative education. Clearing up a concept of cooperative education itself remains also a problem calling for further study and research.

Valery J. Tereshtenko

New York City  
1941



### EXPLANATORY NOTES

In order to make a critical evaluation of the work possible for the reader, we consider it vitally important to draw attention to the following procedures adopted in the conduct of this undertaking;

1. Selection of Material for Abstracts. The selection of material for studying the problems of cooperative education is concerned with two problems. The first consideration is of the same nature as would be encountered in reviewing selected literature on any other phase or branch of the Cooperative Movement. We have in mind a wide diversity of schools of thought and interpretation of social and economic meanings of Cooperation. The adoption of the selective method in all such reviews leads very easily--in the case of cooperative literature--to acceptance of a certain definite ideology and to adherence to a specific school of thought. The so-called "objective criteria" of selection often become highly effective instruments in the hands of selectors, since the source decision always involves a certain element of subjectivity. To preserve the aims of our work herein presented, the method of preparing an inventory of the material available on this subject was considered appropriate, rather than adoption of the popular method of abstracting only "selected publications." In consequence, it is left to the readers themselves to select sources of their own choosing and to omit material which does not appeal to them as possessing importance. At the same time, no attempt was made to prepare an all-inclusive bibliography and to incorporate in such reading list every item of news, and editorial or other comment on the subject, etc., appearing in magazines and newspapers. An attempt of this nature would be futile, and the value of its results would

hardly correspond to the expenditure of effort necessitated in the process. We believe, however, that the exclusion of seemingly unimportant allusions from the material collected does not constitute a "selection" in the accepted sense of the word in academic circles. Having in mind the close interdependence between cooperative education and consumer education in general, the second problem confronted by the selector is inherent in the nature of the phase of Cooperation under consideration. The theoretical aspect of this problem was discussed in the introduction to this volume. Approaching the same subject from the bibliographical point of view, it is safe to assert that a complete lack of the line of demarcation between cooperative education and consumer education may easily lead to preparing a review of literature on consumer education in general (possibly even to embrace "consumer economics") which would far exceed the boundaries of the program of work of the Cooperative Project now being carried forward. On the other hand, should the line of demarcation be drawn too sharply, the scope of our undertaking would be reduced to a routine survey of sources of information as to how and where Cooperation is being taught today. Students of cooperative education in the broad meaning of the word would scarcely be satisfied.

We attempted to solve the problem by establishing a distinction between literature pertaining to cooperative education "directly" (the majority of pages of this volume are devoted to references to this sort of available literature), and publications not written directly on cooperative education but dealing with subjects constituting an integral part of cooperative education in its broad meaning and comprehending its theoretical and practical aspects. Included in the latter group are references to campus cooperatives, cooperative libraries, the cooperative press, etc., as well as to publications in which cooperative education is treated as a secondary topic within the more

inclusive subject of consumer education itself. The reader will note that abstracts pertaining to sources of the second group are shorter, contain less detail, and in scope are often restricted to data actually applicable to cooperatives.

The adoption of this procedure has made it possible on the one hand not to exceed the boundaries of the research undertaken and, on the other hand, to secure reasonably adequate comprehensiveness of the material incorporated in this volume.

2. Arrangement of Material. As the table of contents reveals, the abstracted material incorporated in this volume is divided into ten topics. While the diversity of problems involved in the study of "Co-operative Education" definitely suggests topical classification of abstracts prepared by the Project, the task of grouping the sources abstracted has often represented almost unsurmountable difficulties. In a very considerable percentage of the cases, several topics are treated in the same publication, almost equal weight being given by the author to a variety of questions dealt with in the narration. A logical solution of the question would be to supplement each chapter by cross references to abstracts therein incorporated but containing data of importance to a given topic as well. Such arrangement would frequently result, however, in mentioning the same publication in not less than five or six different chapters of the same volume. Inevitably, this repetition would occasion an unreasonable enlargement of the book, and difficulties in evaluating the subject matter within its covers would be created.

A certain procedure was adopted, therefore, as a result of which each publication abstracted is listed in the book but once, and in that single chapter found to be the most appropriate from the point of view of the topic treated in a given publication. The reader is

urged, however, not at once to draw the conclusion that information on cooperative recreation is available, let us say, only in our Chapter IX, but rather to consult also the Topical Index where he may find numerous additional data on the subject widely dispersed throughout the work, but happening to be incorporated in abstracts in which other phases are treated with particular consideration.

3. Length of the Abstracts. In the process of preparation, the research staff of the Project was advised not to limit abstracts to any stated number of words, nor to reduce the task to answering certain standard questions in a conventional manner. It was found advisable to employ more flexibility in method than customarily is the case in comparable research and not to conserve effort in attempting to present to the reader a fair and accurate concept of each given publication and the type of data it renders available. The length of the abstract in each individual case was determined by the apparent importance of the material, its extent, and the author's method of presentation.

4. Tables of Contents Appearing in Publications Abstracted. The inclusion of a table of contents, after citations, constitutes a procedure not invariably followed in bibliographical circles. We have incorporated such data in cases where the text of a given book pertains to a great variety of topics and where the insertion of chapter titles might afford the reader a more accurate impression concerning the subject matter. This rule was followed without exception when the title of the publication left an element of doubt as to its content. Pagination of the book was also taken into consideration and no table of contents was included when the publication was too brief to justify its presentation. Consequently, the reader should bear in mind that the absence of a table of contents in any particular abstract appearing herein does not necessarily mean that such introductory matter is



not an integral part of the publication itself.

5. "Specific" and "General" Abstracts. In the case of publications where certain constituent parts were contributed by authors whose names are not entered on the title page (for instance, symposiums, proceedings of conferences, Congressional hearings, etc.), separate abstracts were prepared for each part and listed under the name of the corresponding author. We describe these abstracts as "specific," to distinguish them from "general" abstracts covering the complete book and listed under the name of the author identified on the title page of the publication under review. Possible duplication in presenting data was avoided by the adoption of a uniform procedure according to which "general" abstracts contain only such information as is not included in "specific" abstracts, namely, information on organization of the material in the entire work, data derived from Prefaces, Forewords, Appendices and from any sections of the book acknowledged by the title-page author himself. When the very nature of the material or the brevity of a component part of the book contributed by an individual other than the author of record of the entire volume did not justify the preparation of a distinct "specific" abstract, reference was made to the collaborating author in the "Bibliographical Index," referring the reader to the "general" abstract for the publication in question. Whether the subject matter of a given publication involved the preparation of both "Specific" and "General" abstracts, or of one form only, affected in many instances the length of a given general abstract.

6. Method of Listing Publications. Our aim from the outset was to make the Project's publications of a bibliographical nature so simple and convenient in form that they could be accessible to any student of Cooperation and could be used without any difficulty even by per-

sons not professionally versed in all details of bibliographical procedures. Therefore, having followed basic bibliographical procedures and widely accepted principles to the degree believed to be essential, we did not hesitate thereafter to utilize deviations in details when such variations from accustomed practice appeared to be justified by the nature of this particular reference work. Familiarity with the following procedures of our established routine will help the reader to locate appropriate data in this volume.

- (a) Wherever possible, the material reviewed is listed under the author's name. When the author's name is not known, the work is then entered under the title of the foundation, institution or other agency which edited and published the material. In cases of anonymous magazine articles, the journal itself is credited with authorship.
- (b) In instances where an author identifies himself merely by initials or by a pseudonym, the material is listed under such initials or pseudonym. However, when the author's real name is known to the compiler, the book or article appears under this name and is then directly followed by the pseudonym in parenthesis.
- (c) When an agency is credited with authorship, the listing in this bibliography is made under the name of that division, department, branch, etc., of the organization which actually prepared the material, while cross-reference to the institution is made in the "Bibliographical Index," a part of which it constitutes. For instance, if the name of Dr. N. appears in type on the cover page as being the author of a given publication of the "Bureau of Foreign and Domestic Commerce" of the United States Department of Commerce, the book is at once listed under "N" and two cross-references are entered in our

compilation--one to the Bureau of Foreign and Domestic Commerce, and the second to the United States Department of Commerce. In the event, however, that the cover page fails to identify the person who prepared the material, it will then be listed under the "Bureau of Foreign and Domestic Commerce," thus reversing the routine in force in numerous libraries of making the main entry under the responsible Department and the cross-reference to its subsidiary Bureau. Our described procedure represents an attempt to establish the authorship in each case as specifically as possible and thus to avoid a long search for the needed references in the list of all publications released by a given paternal body. We consider this procedure especially appropriate in cases of publications released by a number of new and not widely known governmental agencies established during recent years. The place of such agencies within the governmental machinery is often changed, and many bureaus which were first set up as independent organizations were later incorporated as divisions of some already existing departments. If the reader is not acquainted with all such changes within the national framework, he is usually at a loss to find a given publication, not knowing how it could be listed and being unacquainted with the most recent set-up of a given branch of the government.

- (d) Stating the author's qualifications for recognition (as indicated in the publications themselves) is deemed appropriate, as it may assist the reader somewhat in his search for literature produced by the writers adequately qualified to express themselves on the subject of his research. Of course, it remains a matter of debate whether or not a given writer's qualification to speak authoritatively is always fully reflected

by his title, position held, or other attribute named. To a certain extent, however, this information may be of contributory value to the reader.

7. Availability of Publication Listed. Following the main entry for the publication, the reader will find information as to the identity of the library among whose collections a given publication is known to be available in the City of New York. While it was not within the scope of our task to indicate all libraries where a given book is accessible, we felt that designating at least one location where the work is obtainable may be of distinct advantage to the reader, and especially in case of such publications as are found with difficulty even among the very comprehensive collections.

8. Indices: A. Bibliographical Index - This particular index contains the two following sources of data:

- (a) References to all publications, the abstracts of which are incorporated into this volume, arranged alphabetically under authors' names. The identifying information in each case is limited to the author's name (or that of the agency responsible for editing and publishing the material, if the author's name is not given) and the title of the publication itself. The reader will find the balance of the identifying information embodied in the text of the review in the abstract appearing under the number following the reference in the index before him.

In the instance of co-authors (or when the bibliographical procedure suggests that there be a cross-reference to organization, agency, editor, publisher, etc.), the references in the index are listed as many times as there are applicable methods of listing corresponding references. It is believed



that this procedure greatly simplifies the examination of desired abstracts without congesting the body of the book itself with numerous cross-references.

- (b) References to certain publications for which it was deemed inadvisable to prepare separate abstracts. The reader may be reminded that data from such sources are included in abstracts pertaining to the publications of which they constitute a part. The type of service rendered by the appended Bibliographical Index in all such cases may be illustrated by a specimen instance. On page 309 thereof the reader will find the entry:

"Case, H.C.M. Statement of...(p.741, original publ.)...69"  
Abstract number 69, page 40, pertains to the publication entitled "Digest of Round Table Conference on Training Personnel for the Cooperative Field." This reference is a part of the proceedings of the 1936 conference of the American Institute of Cooperation held at Washington, D.C. Mr. Case participated in the Round Table Conference, but his remarks were reported too briefly to justify a separate abstract, and in consequence but one abstract covering the sessions of the Round Table Conference named was prepared. However, if the reader happens to be interested, not in the Round Table Conference as a whole but in a statement made by Mr. Case specifically, he will find Mr. Case's contribution on "page 741 of the original publication," as indicated in the Index.

#### B. Index of Organizations and Agencies Referred to in the Text.

The nature of this index is clearly seen from its title. It may be emphasized that the names of only such organizations and agencies appear in this index which are referred to in the text of abstracts and are thus distinguished from regular entries appearing in the bibliographical index. In the latter case, references to various organi-

zations and agencies have a purely bibliographical significance, serving only to identify a given publication. As such they are included, therefore, in the Bibliographical Index and not in the index under consideration.

C. Geographical Index. This index may enable the reader to find references concerned with cooperative education in a given country, state, town, or area.

D. Topical Index. In preparing this index an attempt was made to analyze the material abstracted from the point of view of subject and topics treated. As to the names of persons appearing in this index, they are limited only to those individuals who are active in the field of cooperative education, without necessarily being authors of some publication dealing with cooperative education.

9. The List of Student Cooperatives in the United States. In spite of the fact that for some time a study of campus cooperatives has been representing a chapter of considerable interest for the students of cooperative education, no complete and exhaustive list of campus cooperatives was ever prepared. The lists available are usually referred to by the persons who undertake their preparation as "partial lists" only. Great discrepancies in the number of campus cooperatives are seen in such compilations. This circumstance is ascribable to the lack of standard interpretations of the term "Campus Cooperative." Many of the so-called student cooperatives can hardly be regarded as "cooperatives" in the strict meaning of this word, as they are not autonomously governed organizations, but controlled by college authorities. The degree of completeness of various surveys of campus cooperatives also results in quite considerable differences in the number of cooperatives reported, the estimates of their development ranging from 200 to 500 of these groups. The list of student cooperatives incorporated in this volume is limited to those cooperatives in regard

to which the available information justifies considering them as genuinely cooperative organizations. It is probably one of the most complete lists available today in this country, although it still remains a "partial list" according to the statement of Miss Florence E. Parker of the United States Bureau of Labor Statistics, who was kind enough to provide the Project with this valuable accumulation.

It may be of interest to the reader that the University of Maryland, in collaboration with the Bureau of Labor Statistics, is now conducting a survey of campus cooperatives. The figure to be revealed by this survey, according to the statement of Lincoln Clark, member of the faculty of the University of Maryland, will greatly depend upon the information to be derived from follow-up questionnaires pertaining to the nature of the activities and of the organizational structure of such cooperatives.

V.J. Tereshtenko  
Project Supervisor

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BIBLIOGRAPHICAL REVIEW OF LITERATURE  
ON  
COOPERATIVE EDUCATION



## I. AIMS AND THEORETICAL ASPECTS OF COOPERATIVE EDUCATION

1. BALMFORTH, O. Educational funds: their necessity and importance. (Cooperation, (Cooperative Education Bureau), Minneapolis, Minn., Aug., 1911, v.3, no.5, pp.189-191.)  
Av. in N.Y.P.L.

Example, argument and principle are all utilized by the author in expounding the necessity of creating and activizing an Educational Fund in those cooperative societies not now possessing one. It is his opinion that the real and fundamental object of Cooperation is to make better men and women, to elevate character, and to improve the social, intellectual and moral condition of its followers.

The major purpose of Cooperation is to educate and train men above their present standards of competition and selfishness, and to teach them that profits and dividends - which too many consider the major objects of Cooperation - are actually but a means to an end. The author substantiates this concept by referring to the activity and expense incurred by different societies in educating their members in cooperative principles. He points out, by specific examples, the selfish and pecuniary motives of certain cooperatives at present engaged in business. Widespread knowledge would ameliorate this unfortunate condition.

2. BARBIER, H.C., editor of "La Coopération," Basle. The Organization of co-operative youth. (Review of international cooperation, (International Cooperative Alliance), London, Mar., 1938, 31st year, no.3, pp.128-132.)  
Footnote to title: From a lecture delivered at the 16th International Cooperative School, Nancy, 1937.  
Av. in N.Y.P.L.

Mr. Barbier opens his speech with a remark made by Dr.A.Fauquet in "Le Lecteur Coopératif" to the effect that in an individualistic civilization cooperative education must stress combined action and, conversely, in circles still impregnated with the communal spirit the emphasis must be placed on a sense of personal responsibility. The author continues, that if this is to be accepted, associations of children and young people should be at liberty to train and educate themselves, and adults should interfere only to guide when necessary.

The cooperative ideal, useful as it is, is not made sufficiently attractive to young people, and, in order to inspire the younger co-operators, Mr. Barbier suggests the following conditions: youth must be understood, and its needs exactly ascertained; educators must be trained, and one or more bodies, capable of giving support to a cooperative youth organization, established if possible in each locality; co-operators must think out again the ideal of Cooperation and learn to advocate it in all its forms. Most of the Cooperative Movements are agreed in recognizing that for them the problem of youth is of vital importance, but very few act as if they had effectively recognized it. Mr. Barbier says that the best progress has been made in France and Great Britain, but that this development has largely taken place somewhat apart from the national cooperative unions and has been carried on more according to the caprice of individuals and circumstances than in accordance with a well-determined plan.

3. BUELL, JENNIE. Cooperative education. In: Report of proceedings of the first American Cooperative convention at Springfield, Ill., Sept., 1918, (Cooperative League of U.S.), New York, 1919, p.104. Av. in Col.

The American Cooperative Organizations Bureau, which exists both for the social and educational purposes of its membership, was represented by the author at the First American Cooperative Convention. She gave a brief account of an experience at the first general meeting of a newly organized cooperative company that had established a store in one of their Michigan cities, stating that, although there were more than one hundred people present, "there existed a coldness and formality" which she had never experienced before.

Social friendliness needs to be promoted as the foundation of working together, states the author. The value of educational and social features at the very start of cooperative work is stressed by the representative of the Bureau. Only through their development can completely satisfactory results be attained.

4. BURANDT, FRIEDRICH F. The Educational committee and its work. In: First yearbook of the Cooperative league of the U.S. of America: a survey of consumers' cooperation in the United States, 1930, (The Cooperative League), New York, 1930, pp. 180-182. Av. in N.Y.P.L., R.S.

In this article published a decade ago, Mr. F. F. Burandt, the author, explains the necessity for education in the Cooperative Movement. Educational committees to promote the understanding of Cooperation are strongly advocated by the Cooperative League of the United States, he says. The League feels that the importance of such society having an educational committee almost equals that of its adherence to the Rochdale tenets. Mass education in Cooperation will develop intelligent fellowship under democratic leadership. Cooperation gives the people a voice in the conduct of their own industry, and each voice should be raised in intelligent understanding if it has something to express.

With appreciation, the writer cites the work of the educational committee of the Franklin Cooperative Association of Minneapolis, Minnesota, whose duties are "to spread the knowledge of true cooperation, stimulate interest in the Cooperative Movement and promote solidarity of the working class through social and recreational activities." It has carried out these aims variously through literature explaining the Cooperative Movement, a cooperative library, "Cooperation" (a national magazine), evening schools, cooperative films, and by holding outings and picnics during the summer.

5. COLONY COOPERATOR. Colony school system. (Llano Cooperative Colony, Leesville, La., May, 1919, v.1, no. 11, pp.6-16). Av. in N.Y.P.L.

Partly to illustrate the classroom methods of the Llano Cooperative Colony at Leesville, Louisiana, a list of 78 specimen examination questions is reproduced, together with the correct percentages of the children's answers thereto.

Its educational conception - "not too much theory, not too much practice, but proper balance of both, coupled with a knowledge and practice of body hygiene" will replace the stereotyped tradition of the ordinary public schools.



This system aims to build minds just as it strives to build bodies. It seeks to build souls - "The sort of human souls that observe the Golden Rule, not as a harsh, puritanical religious duty, but as an impulse, something implanted there by the educational system that takes the immature mind and moulds it in right living and right thinking."

6. CONSUMERS COOPERATION. Consumer cooperatives: report of the Committee on cooperatives, 1939 and 1940, of the National education association. (The Cooperative League, New York, July, 1940, v. 26, no. 7, pp. 109-110.)  
Review under general heading, "Educators Endorse Cooperatives."  
Av. in N.Y.P.L.

The article reports that Dr. Herbert G. Lull, Chairman of the National Education Association Committee on Cooperatives, discussed the three divisions of the report of the Committee of the Association's 1940 Convention at Milwaukee. These divisions are: an introductory general statement on consumer cooperatives and democracy, four illustrative units for teaching, a study guide on consumer cooperatives. The delegates adopted the report unanimously.

In the section on consumer cooperatives and democracy, it was reported that the present industrial system, a system that over-emphasizes competition, permits only a few to avail themselves of the profit motive, and that cooperative organization is capitalism democratized, for it believes in the free enterprise of consumer groups. It is stated, "If permitted to develop, a cooperative economy will save capitalism for society and render both communism and fascism innocuous." The contribution of the Consumer cooperative movement toward peace is also strongly emphasized.

Cooperation, the Committee states, provides the means in our day through which the people may participate in the economic processes. Therefore, cooperatives are essential instruments of education, for unless the people have a share in the economic processes, they will not long have a share in the educational institutions, for these will become mere dispensers of propaganda for those who run the society. The basis of the report of the Committee emphasizes that consumers' cooperatives are democratic, educational economic institutions serving the people through ownership and control.

The report is concluded by "A Study Guide on Consumer Cooperatives" which was prepared by Maurice Wuting, Teachers' College, Columbia University. This guide outlines something of the scope of cooperatives in the United States, suggests unit studies, curriculum sources and problems for research, and finally gives a short bibliography.

The Committee went on record definitely as favoring two things: the institutional economic balance theory as compared with the cooperative commonwealth theory; the view that cooperative studies should be allocated to existing high school departments and subject fields rather than having separate elective courses, or even prescribed courses, on cooperation.

7. COOPERATION IN AGRICULTURE. Cooperation and the betterment of rural conditions. (Agricultural Organization Society, London, Eng., Sept. - Oct., 1915, v.11, nos. 9-10, pp.137-138.)  
Av. in Col.

In order to improve rural conditions, British cooperative educational groups might adopt the plan used by local agricultural coopera-

tore in Denmark of conducting open air museums of antiquated farm implements, household objects, and other articles which would illustrate the contrast of present-day living with the past. The first important step in breaking down the barriers against Cooperation is the securing of an intelligent interest in rural things and country living. This can be further augmented by educating the young people in the principles of Cooperation. The English author also advocates the cooperative purchase and use of modern farm machinery, and he points out that as soon as the farmer realizes the advantages to be derived, other forms of cooperative purchasing will be initiated in British agriculture. An educational program might produce important results.

8. COOPERATIVE BUILDER. The Importance of educating youth in co-operation. (Central Cooperative Wholesale, Superior, Wis., Sept., 1932, v.7, no. 17, p.5).  
Av. in N.Y.P.L.

It is the contention of Mr. Cooley that the Cooperative Movement in the United States was fostered by various national groups which, in their quest for freedom, immigrated into this country and made their home here. Americanization, therefore, should be made an essential part of education by those cooperatives whose members are the offspring of these groups. In this connection, Mr. Cooley cites the efforts of the Finnish Cooperatives in the North Central States. But cooperative education should not be restricted to the children of foreign-born parents; the American-born youth must also be educated to the ideal and vision of the Cooperative Movement and induced to join its ranks.

With this aim in view, the Cooperative Youth League sponsoring the Americanization in the Movement should be given all moral and financial support. The youth of this country must learn to understand that Cooperation relies on their enthusiasm and aid.

A long-range program of cooperative education should embrace the technique of running cooperative enterprises and its cultural studies should mold the character of youth to the ideal of mutual help.

9. COOPERATIVE DAIRY FARMER. Cooperation of the young folks. (Northwestern Cooperative Sales Association, Toledo, Ohio, Aug., 1936, v.15, no. 12, p.2).  
Av. in N.Y.P.L.

It is recommended in this rural publication that young people read the recent radio speech on Cooperation made by Robert Clark of the 4-H. Clubs of America. The writer in the "Dairy Farmer" feels that Cooperation takes a more moderate view than plans such as the Share the Wealth Campaign of Huey Long's followers, Father Coughlin's National Union for Social Justice, and Doctor Townsend's Old Age Pension Plan - not to mention the exponents of more extreme radicalism, who have enlisted much popular support and in some respects gravely menace certain American institutions and ideals. On the one hand, there is extreme communism and radicalism, and on the other rugged individualism and conservatism. Somewhere between these two extremes, through voluntary and intelligent cooperation the young people who are now being trained in cooperative work might find not a complete solution but a fairer and happier path.

The author declares that "while there are in this country many inequitable relationships between classes and while there is much maladjustment in wealth distribution, we should not forget that the American people own more than one-half of the good things of life such as



radios, telephones, and automobiles, and that our standard of living is the highest in the world."

That "education of, and cooperation by the young people should improve and preserve the tried ideals and institutions of America," is the main thought brought to the attention of the reader.

10. COOPERATIVE JOURNAL: LET US WORK TOGETHER. Cooperative education: members without union are powerless and union without knowledge is useless. (The Cooperative Education Publishing Co., Oakland, Calif., May, 1906, v.8, no.5, p.5.)  
Av. in N.Y.P.L.

The title of this article in the Cooperative Journal is a quotation taken from a cooperative pamphlet published in England in 1832, twelve years before the organization of the first Rochdale Company.

The contributor discusses the implications of the title, saying that a good talker will organize a company in no time, but at the least disappointing result of operations, the members will rush out of the company faster than they joined it. Most men join cooperatives because they want to save money; but, unfortunately, they do not know anything about true cooperation. Cooperators must be educated if the Movement is to succeed in America.

Large amounts of money must be spent for education. Every cooperative store should spend the profits of the first five years for this purpose.

11. COOPERATIVE JOURNAL: LET US WORK TOGETHER. National farmers' educational and cooperative union of America: efforts to organize California. (The Cooperative Education Publishing Co., Oakland, Calif., Apr., 1906, v.5, no.52, pp.4-5.)  
Av. in N.Y.P.L.

Mr. C.G. Skeen, of Grimes, Rogers County, Oklahoma, was selected to organize local farmers' Educational and Cooperative Unions in California. The Union has reached a membership of 2,000,000 and has organizational status in 13 other states.

The purpose of the Union is to try to organize all the farmers in the United States into one body and to put a minimum disposal price on their products. It hopes to arrange an interchange of products between the membership and to eliminate the commission brokers. The object of the Union is also to form an alliance with the American Federation of Labor. The combined organizations (with their families) would total, according to the report, 20,000,000 consumer cooperators in the country as a whole.

12. COOPERATIVE MAGAZINE AND MONTHLY HERALD. Dublin cooperative society. (Hunt and Clarke, London, Eng., Nov., 1927, v.2, no.11, pp. 493-495).  
Av. in N.Y.P.L.

The Dublin Cooperative Society has been formed for the purpose of collecting and disseminating knowledge of the cooperative system. This system is the only practical means of enabling persons of all ranks and means to obtain more of the real comforts and enjoyments of life than they can procure at present.

The article states that all governments, societies and communities, and all other undertakings where individual endeavor would fail, owe their success to Cooperation. The prevalence of vice and crime in

(Christendom is held to be caused by the present competitive state of society. The Dublin Cooperative Society points to the example of the early Christians who lived in cooperating fellowship.

For these reasons the Dublin Society is anxious to make contact with every organization or individual that is endeavoring to promote the welfare of mankind. It is also the duty of the Society to publish, without bias, works and papers on domestic and political economy. The hope is expressed that there is enough zeal in support of Christian practice to introduce and preserve the cooperative system.

13. COOPERATIVE PYRAMID BUILDER. Need for cooperative education. (Cooperative Central Exchange, Superior, Wis., Aug., 1929, v.4, no.8, p.225.)  
Av. in N.Y.P.L.

In this article, it is stated that there are still many consumers' cooperatives that do not pay any attention to educational work. The great majority of such organizations, by a "characteristic coincidence," are not affiliated with the Northern States Cooperative League. The producers' cooperatives seem to understand the need for education much better, but their endeavors are limited mostly to technical education.

The United States Department of Agriculture is particularly interested in the educational efforts of the producers' societies and has, for their benefit, organized a special cooperative extension service. C.W. Warburton, the director of the Department's extension work, states that this service for the cooperatives now has a field force of 5,500 workers and that its total budget for 1928-1929 was \$22,500,000.

The consumers' cooperatives differ considerably from the producers' societies. Mainly a workers' and farmers' movement, the consumers' movement has more of mass character and it is of greater social importance. One of its great necessities is education. In the retail field a great process of centralization is under way, and chain stores are entering both the cities and the villages. Therefore, in order to succeed, the cooperatives must become centralized. In order to do this, the membership of the cooperative societies must first be educated to understand the economic conditions of the present day and they must be shown the need of their own cooperative wholesales.

The writer of this article then refers, with some fear, to the activities of the extension work of the United States Department of Agriculture and its possible effect upon the producers' societies. He says that "this 'educational campaign' may soon end in such a way that farmers will find their cooperatives in the strong clutches of Wall Street financiers."

The consumers' societies must, without such monetary aid as the producers' cooperatives are getting, take part in a program of a real working-class cooperative education movement. Each society should have an actively functioning education committee, and all cooperators should help to spread cooperative education.

14. COOPERATIVE UNION, LTD., MANCHESTER, ENG. The Cooperative college: reasoned loyalty, a talk about the cooperative college. Manchester, Eng., 1919. 3 pp. (Cooperative College, ser.no.7.)  
Av. in Coop. L.

This pamphlet, by means of a dialogue, urges cooperators to be loyal to their organization. The advantages of Cooperation are stressed, and it is stated that unemployment, caused by the miscalculation of private employers, cannot exist in a cooperative society.

To be loyal, a cooperator must have an understanding of the principles and practices of Cooperation, and for this reason a cooperative college is advocated, which will both propagate the Movement and increase the number of cooperators.

15. COOPERATOR. The Propagation of cooperation as a principle. (Allen R. Foot. New York, Apr. - May, 1881, v. 1, nos. 2-3, pp. 3-6; June-July, nos. 4-5, p. 27-29).  
Title varies: "The Propagation of Cooperative Principles," in June - July, nos. 4-5, p. 27.  
Av. in Col.

Cooperation, says this article printed sixty years ago, is organized action, controlled by individual representation, seeking to establish the rule of the majority in all affairs of men. It implies organization and a definite object, and therefore the governing principle of society must be that the good of the whole is the sum of the good of each.

When all forces are equal, no force can infringe upon another, as their equality establishes a perfect balance, it goes on. When this problem is solved, happiness will be secured for the whole people.

Principles for the government of human action must be applicable to the whole of human life. Answering this call, Cooperation lays its hands upon all material things, upon all forces controlling human action.

Cooperation is that form of organization through which the law of life can be rightly interpreted, and its fulfillment made possible among men. One must be humane and spiritual to be a true cooperator.

16. DAVIES, LLEWELYN. general secretary, Women's cooperative guild. Paper on the training of cooperators. Glasgow, Scot.: Scottish Co-operative Wholesale Society, 1902. 11 pp.  
Av. in N.Y.P.L.

In this paper, read at the Glasgow and Suburbs Conference Association in Cambuslang, May, 1902, Miss Davis discusses the current definition of Cooperative Education and the training of cooperators for the Cooperative Movement, pointing out that the object of Cooperative Education is to raise the standards of life of the whole body of workers and to bring about the triumph of the principle of unity which is embodied in the cooperative motto "Each for all and all for each."

Answering the question "What is Cooperative Education?" she states that it should train men and women in the rights and duties of an industrial democracy dealing with men and women in their capacities as (1) cooperatives, (2) workers, and (3) citizens. Our work should then plan itself under the heads of cooperation, industrialism and citizenship; and our aim should be to make the educational side of our movement into an "Industrial University" for men and women by means of which the happiest and healthiest ideals of life may be realized by the "useful classes" of the country.

The balance of the paper deals with propaganda work and detailed discussions on the subjects of Industrialism, Citizenship and Principles of Unity.

17. EDBERG, GIDEON. Why education for cooperative employees? (The Cooperative builder, (Central Co-operative Wholesale), Superior, Wis., Sept., 1933, v. 8, no. 17, p.9).  
Av. in N.Y.P.L.



It is Mr. Edberg's opinion that if the Cooperative Commonwealth is to be built on a firm and solid foundation, one of the necessary prerequisites is a thorough knowledge of the aims of Cooperation by the average person. The first who should be well versed in the theory and principles of Cooperation are the employees of cooperative enterprises. Such an understanding, however, can come only through cooperative education, which will result in creating the loyalty which is necessary for success in a voluntary activity such as the Cooperative Movement.

The triumph of Cooperation will come much sooner if the employees of cooperative enterprises will learn to think of their jobs not merely as a means to a pay check, but as work done in the interest of an ideal. Through education the worker will be inspired by social vision, he will see and understand the social benefits to be derived by his efforts and he will get a glimpse of the result - a society founded on social equity and justice.

Only when workers are imbued with the ideal of the ultimate aim of Cooperation, will it be truthfully said that the progress of the Movement has quickened and the goal has been brought within view.

18. ELLISON, T. Staff training. (Cooperative review, (Cooperative Union, Ltd.), Manchester, Eng., July, 1933, v.7, no.40, pp.166-168.) With tables.  
Av. in R.S.

The education of employees is a subject frequently discussed at the conferences of education committees, but management committees appear to look upon the subject as outside their province, and they give relatively little attention to what is a vitally important factor in the success of their trading organizations. To them, business matters are more important, and they concentrate on such subjects as capital, expense, and trade, while the living interest and the personal qualities behind the work in the shop often receive scant consideration. It is necessary to realize that, even in business, people are more important than things, and the live spirit is a much more vital factor than material bodies or inanimate goods. On the other hand, many large private stores in Great Britain which realize that trained employees are an important factor in the success of the store employ permanent teachers to give this technical training.

The Joint Committee for Technical Education has employed a sound practical scheme for the training of cooperative employees, but it is voluntary, and the majority of the employees do not seem inclined to devote time and money to its classes. Mr. Ellison holds that employee training should be made compulsory, and he cites, as an example, the 1933 examination conducted by the Cooperative College, upon conclusion of which only 112 out of 1139 candidates were rated as first-class salesmen.

19. EVANS, HERBERT E., vice-president, Consumer distribution corporation, N.Y. Some special approaches to consumer education: what cooperatives are doing. In: Making consumer education effective: proceedings of the second National conference on consumer education at Stephens College, Columbia, Mo., Apr., 1940, (Institute for Consumer Education), n. pl. p., 1940, pp.22-29. With illus. (Bul. no. 2).  
Av. in Coop. L.

Mr. Herbert E. Evans, vice-president of the Consumer Distribution Corporation in New York, spoke before the National Conference on Consumer Education which met at Columbia, Missouri, in April, 1940.

Early in his address, Mr. Evans points out that the essential differences between a consumer cooperative enterprise and any other sort of organization dealing with consumers are that cooperative consumers own their own enterprise, and plan and develop consumer education programs to protect and promote their special interests, while in other forms of business consumers purchase from owners other than themselves and establish consumer education enterprises to protect consumers' interests in general.

Speaking in the name of those employed in the consumer cooperative movement, he emphasizes that they welcome and would like to see encouraged every effort in America towards a better type of consumer education and understanding. He advises those who frankly oppose the consumer cooperative idea not to spend their money on attacks on the consumer cooperative movement, but rather to use it in the efficient training of their personnel. Education is an effective agent in making personnel (whether cooperative or otherwise) efficient, fair, and honest. Business will only succeed through honesty and efficiency, whatever its philosophy.

Pamphlets, books, motion pictures, drama, study groups, correspondence courses, socials, addresses, advertising, and a record of the day-to-day work of the employees in stores are some of the usual methods employed by cooperatives in the education of their consumer members. Many cooperative societies have their own bulletins; regional cooperative organizations have their own journals and newspapers; and the Cooperative Movement publishes a national magazine in this country.

Mr. Evans elaborates in detail on the informative labelling of goods; on the Government grading of groceries; and on the use of standards in grading developed at Washington. He presents samples of labels used by the National Cooperatives, which is a buying federation of various regional cooperative wholesalers in the United States.

In the field of consumer education we have some missionaries - zealots - observes the speaker. He admits that we have much to thank them for. Because of the astounding revelations so vigorously expressed, thousands of men and women in America are beginning to be more analytical about the things they purchase. Successful cooperative groups must and do carry on programs of cooperative and consumer education. It requires competent people as managers and board members. Americans are capable of far greater things than most people realize. Thus, thousands of American workmen have shown their ability to run for themselves credit unions handling millions of dollars annually as deposits and loans.

Today, as part of consumer cooperative education, attention is being paid to economic understanding and education of membership in economic problems that we face. The consumer cooperative movement in Sweden, through its correspondence courses and its educational program, was responsible for much of the enlightened social legislation in that nation, because it was training the average Swedish citizen in the understanding of economic problems. As a phase of cooperative education, we must not underestimate the value of thousands of Americans conducting cooperative enterprises, and gaining, in such process, an understanding of the problems that business faces in earning a profit.

An important element of cooperative education is the use of informative advertising. In newspapers and magazines, the cooperatives of England, Scotland, Sweden, and Finland are all heavy purchasers of advertising space. The results of good advertising and proper radio programs have won the allegiance of large numbers of consumer cooperative members for many brands of products.

It is axiomatic that cooperatives with adequate educational programs pay good wages, for they know that it is sound practice, and it



is more enjoyable purchasing in a store of your choice when you know that people working in that store are being treated fairly.

The task of consumer education is to face facts squarely, to obtain information from all available sources, and to endeavor constantly to increase the purchasing power of the American people through the dissemination of knowledge and a spirit of loyalty to the consumers' cause.

20. FRANKLIN, GEORGE, Ph. D., prof. of English, Boston University. Educating a cooperator. (Education, (The Palmer Co.), Boston, Mass., Jan., 1937, v. 57, no. 5, pp. 311-314.)  
Av. in N.Y.P.L., N.Y.U.-WA.

Professor George Franklin of Boston University relates how he became inculcated with the principles of consumers' cooperation, partly through contact with a student in his own institution, a Japanese Christian, who was a lecturer on the program held by the Boston chapter of the American Association of University Professors, and partly through a tour the following Summer through England and Scotland, all of which culminated in his attending "The First Fall Boston Cooperative Institute" on his return home to Massachusetts.

His first knowledge of cooperatives was gathered from a Finnish student, whose father had been affiliated with a cooperative for more than thirty years. This was further increased by his contact with Kagawa, the Japanese whose "philosophy of cooperation might be called the gospel of common sense." Kagawa is credited with having educated thousands of Americans in the Rochdale principles. As a result of Kagawa's visit, the Boston University Chapter of the American Association of University Professors presented an English lecturer who spoke on "Consumer Cooperatives." He sketched the history of the Movement from the Rochdale pioneers in 1844 to its status in America at the date of his visit.

On his tour abroad the following Summer, Professor Franklin learned of many aspects of cooperatives. He visited Manchester, England, where he was impressed by the works of the Cooperative Wholesale Society and the educational program that is carried on at the Cooperative College in the English city.

On returning home, Dr. Franklin attended "The First Fall Boston Cooperative Institute," arranged by the Cooperative Council of Greater Boston. Here he met such outstanding cooperators as John Rohrbaugh, in charge of the Newbury Street office; Dan Coady, who ranks among the worthiest of cooperators on the American continent; and C.M. McConnell, who (after a visit to the Sherwood Cooperative) visualized the re-making of Southern tenant farmers for the benefit of all citizens.

The Professor, now an active member of the Cooperative Movement, hopes soon to check (through his own experience) the claims that Co-operation makes for "Peace, Plenty, Justice, and Democracy."

21. HALL, F., M.A., B.Com., advisor of studies, Cooperative Union, Ltd. The Cooperators' educational league: an organization of co-operative educationalists. Manchester, Eng.: Cooperative Union, Ltd., Education Department, n.d. 8 pp.  
Av. in N.Y.P.L.

The Cooperators' Educational League is an organization of co-operative educationalists who united to keep alive the Cooperative Movement by means of an educational system advancing the ideas of the Rochdale Pioneers. General and specific cooperative education, devoted to the explanation of the advantages of collective activity for social redemption, is the basic objective of the organization.

The League (an auxiliary of the Central Educational Committee of the Central Board of the Cooperative Union) promotes better coordination of local and central work and provides "a medium through which the cooperators and their enthusiasm can be mobilized for both local and national purposes."

A journal named the "Cooperative Educator" is published "in order to keep the members in touch with each other, and in order to achieve its purpose of forming cooperative character and opinion."

22. HALL, F., M.A., B.Com., adviser of studies, Cooperative union of Great Britain and Ireland. The Necessity for cooperative education. Manchester, Eng.: Cooperative Union, Ltd., Education Dept., circa 1915. 14 pp. With tables. (Publ. no. 131).

Also 4 unnumbered pages.

Av. in N.Y.P.L.

Contrary to the prevailing idea that education is a luxury and something that should be provided for out of profits, Mr. Hall asserts that both general and cooperative education, rightly conceived, are necessities and that all money spent upon education is a profitable investment. Both the practical business man and the idealist will admit that ignorance both of the objectives of Cooperation and of the methods of obtaining cooperation are real stumbling blocks which can be removed only by education that will "stimulate people to know, to do, and to be." The non-cooperator must be convinced of the superiority of the cooperative association over competition, and the consumer must be made to see that speculative production in competitive trade leads to over-supply of some commodities, which results in unemployment and causes the worker to lose more as a producer than he gains as a consumer. Foresight must be developed, either by experience, with its costly mistakes, or by education.

Loyalty to cooperative trading will only result when members see the relation of the Movement to unemployment, shorter working days, abolition of sweating and low wages, control of industry, etc. It is the duty of the Central Education Committee to see that every cooperator is informed of its many educational facilities, e.g., the women's and men's guild where cooperative developments are discussed, the summer schools and the research work carried on at Holyoake House, all forming the nucleus of the "Cooperative College" of the near future.

There are five appendices to this pamphlet. The first gives the subjects taught under the auspices of the Central Education Committee under the headings: Cooperation- Juniors; Cooperation- Adults; Industrial History; Economics; Economics of Cooperation; Citizenship; Cooperative Management; Cooperative Bookkeeping; Cooperative Secretarial Work; Cooperative Auditing; Classes for Women. The table in the second appendix shows the number of students who have attended classes supervised by the Central Education Committee. The total number of students shows steady increase from 75 in 1887-88 to 21,953 in 1913-1914. In 1914-15 there was a slight drop, only 20,078 students being in attendance.

The table in the third appendix shows the numbers of successful students, with subject and stage, in the Co-operative Union Examinations between 1887-88 and 1913-14. The table in Appendix IV is a summary of the data given in Appendices I and II, augmented by Co-operative Union returns. The final table lists the educational grants of Retail Distributive Societies.



23. HALONEN, GEORGE. Activities of the Educational department in 1928: Cooperative central exchange, wholesalers and manufacturers. In: First year book, the Cooperative league of the U.S. of America: a survey of consumers' cooperation in the United States, 1930, (The Cooperative League), New York, 1930, pp. 137-140.  
Av. in N.Y.P.L.

The educational director's report summarizes the activities and the progress of the Educational Department of the Cooperative Central Exchange Wholesalers and Manufacturers for 1928. Mr. Halonen offers a number of comments thereon.

Although private business interests have continually harrassed the cooperatives by spreading rumors, starting boycotts, court actions, etc., the educational work of the Exchange has been effective among the non-Finnish workers and farmers as well as among the Finnish members. Wisconsin is the area under discussion.

The Educational Department has given expert legal advice and guidance to the numerous cooperative stores affiliated with the Exchange, has attended many conferences, membership meetings and festivals during the past year; has been instrumental, through education, in changing stores operating on credit to a cash basis; has maintained inter-regional relationship with other cooperative organizations in the country; has managed the publication of the "Pyramid" (which has a circulation of 5,000 copies); and plans to organize training courses in the future in order to develop cooperators and store managers.

The hope is expressed for increased educational efforts in order that a membership of well-informed, class-conscious cooperators may be created. A special effort should be made to have the weekly organ, "The Cooperative Builder," reach every home.

24. HALSTEAD, R. Some important aspects of cooperative or democratic education. (Copartnership, (Copartnership Publisher, Ltd.), London, Eng., May, 1920, v. 26, no. 305, p. 62.)  
Av. in N.Y.P.L.

To a considerable degree, cooperative education should harmonize the divergent philosophies of the consumer and the producer. One line of thought should embrace the moral, economic, and practical ideals of the two. Both have rights and responsibilities as well as powers. Each should concede something.

The consumer can decide questions concerning the markets of the world. Education is the means which can teach him to use this power effectively according to cooperative ideals. It has no counterpart.

In the producer's theory and practice, education should deal with moral obligations and economic efficiency. Labor's claim to a share of control in cooperative production can only be justified through its assumption of responsibilities connected with such control.

25. HAYES, A.J. The Educational program of the Central cooperative wholesale and its member societies. In: Third year book, the Cooperative League of the U.S. of America: a survey of consumers' cooperation in the United States, 1936, (Northern States Cooperative League), Minneapolis, Minn., 1936, pp. 72-83. With diag., tables.  
Av. in N.Y.P.L., N.Y.U.-WA.

The "Central Cooperative Wholesale" and its affiliated oil associations, credit unions, and other societies of this type, are all consumers' cooperatives operated for the benefit of the consumer, declares Mr. Hayes.

The aim of the "Wholesale" (like that of the cooperative in general) is a broad one. Among other things, it tries to advance the cultural level of membership through the vast educational programs conducted by the Educational Committees of local societies, the Women's Cooperative Guilds, the units of the Cooperative Youth League, the Cooperative Juniors and the Cooperative Clubs. Besides the above local units engaged in the dissemination of cooperative knowledge and education, there are active district or federated organizations such as the Northern States Cooperative League, the Educational Department of the Central Cooperative Wholesale, the Northern States Women's Cooperative Guild, the Northern States Cooperative Youth League and the Cooperative Publishing Association. The educational program of the average local district units comprises lectures, discussions and the selling and renting of books, while that of the Wholesale embraces the publishing of books and the maintaining of schools, Summer institutions, etc.

In 1933, the Central Cooperative Wholesale organized the Cooperative Publishing Association, a non-profit body, for the purpose of distributing cooperative literature. In 1935, this affiliate began the sale of books and pamphlets and undertook the publication of the official organs, "The Cooperative Builder" and "Osvustomintalhti" (a Finnish cooperative weekly which was first printed in 1933).

A subjoined diagram illustrates the set-up of the educational machinery from the level of local units to that of the International Cooperative Alliance. Tables present a summary of societies affiliated with the Central Cooperative Wholesale, an analysis of operating expenses for the year 1935 and corresponding figures for the years 1933 and 1934 of affiliated societies.

An analysis of sales increases of member associations in 1935; a comparison of 1934 and 1935 sales of the Central Society; and finally comparative yearly percentages of store societies affiliated with the "Wholesale" from 1925 to 1935 inclusive, complete the narrative of this association.

26. HILL, LEE R. Re-educating the shareholder. (Building and loan guide and bulletin, (New Jersey Building and Loan League), Newark, N.J., July, 1933, v. 3, no. 2, pp. 15-16.)  
A speech of the "Five-minute speaking contest."  
Av. in N.Y.P.L.

In the course of "a five minute speaking contest," a participant pointed out that a belief is current that a short time after joining an association, building and loan shareholders may withdraw their capital, plus a high dividend. This is definitely inconsistent with building and loan theory and method, and the practice has brought about a situation in which associations are burdened with withdrawals which they are unable to meet. Because of this difficulty in liquidating their investments, shareholders have lost confidence in building and loan associations.

Mr. Hill recommends education of shareholders in the fundamentals of the building and loan saving plan so that they will understand that payments upon shares are immediately invested in long-term first mortgages, that is, in sound but "frozen" assets. Associations must receive savings regularly, invest these only in mortgages on home owner property, declare reasonable dividends, and set up resources sufficient to overcome errors in judgment and unusual conditions. Such education will re-create the shareholders' confidence in the original building and loan idea.



27. HOLYOAKE, GEORGE JACOB. Essentials of cooperative education. London, Eng.: The Labour Association for Promoting Cooperative Production based on the Copartnership of the Workers, 189-? 20 pp. Av. in Col., N.Y.P.L., R. Sch.

The author states that cooperative education, so necessary to the success of the Cooperative Movement, should be effective, and he outlines in this pamphlet the fundamentals that should be covered in any cooperative course.

He points out that the masses of people are ignorant and that for the success of the Cooperative Movement the material to be taught should be carefully selected. He then stresses the following points: industrial cooperation implies that in the pursuit of personal advantage, regard shall be had for the good of others; a cooperative society should not be joined solely for the purpose of receiving dividends, but also for social reasons and to help others; cooperation cannot exist without a true spirit of democracy.

After outlining these fundamentals, he shows that Cooperation is self-helping, self-subsisting and self-contained and proceeds with a history of the Cooperative Movement, emphasizing the ideals of the Rochdale Pioneers, the differences between a cooperative association and an ordinary business enterprise, the need for honesty, efficient management and business education.

28. HOOD, ROBIN, secretary, National cooperative council. How to utilize resources of good will. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D.C., 1937, pp. 209-219. Av. in Col., N.Y.P.L., N.Y.U.-WA.

The real aim of the Cooperative Movement, states secretary Hood of the National Council, is to increase farm income either by getting more and better supplies and services for its members for the money they spend, or by getting them more money for the products they sell.

The Movement actually does have something to offer the public; it is already established and all that it needs to do now is to sell itself to the people by giving them a clear understanding of the motives and activities of Cooperation, and by gaining their good will. Good will, in the opinion of the author, rests upon four cornerstones---service, by operating efficiently; fair dealing, with members, employees and customers; a clear understanding of the objects and a clear vision of the procedures; and the ability to tell the story simply and frankly to the public. These attributes can all be promoted through the technic of education and propaganda.

29. HULL, J.T., director of education and publicity, Manitoba wheat pool. Cooperative education and what to read on cooperation. Winnipeg, Can.: Department of Education and Publicity, Manitoba Wheat Pool, 1928. 24 pp. Paper read at the International Pool Conference at Regina, Can., June, 1928. Av. in N.Y.P.L.

Mr. Hull has seen fit to define cooperative education as "the application of a body of associated ideas to the intelligent direction of social evolution towards an order of social justice." In a brief discourse he touches on the economic-historical conception of the necessity for the formation and continuance of this new social order, scoring repeatedly the many abuses of the present economic system, and issuing a definite challenge. He rejects the capitalist system with its "abortive principles" of inequalities which classical economists

regard as immutable and inexorable as nature itself, but almost in the same breath he describes the fact that "...many in our (cooperative) movement regard co-operation as but a way of doing business." This attitude he claims to be unfortunate because Cooperation, in the larger sense, signifies the complete obliteration of self-interest profit, competition and extreme wealth (for the few) and extreme poverty (for the many)-- the evils of a strict laissez-faire economy. He emphasizes that the building of moral character is one of the cardinal principles of cooperative education.

Use is made of a brief account of Robert Owen's cooperative village and the Rochdale Pioneers to provide an adequate basis for his own reasons for cooperative education. The author then proceeds to list an adequate educational programme for the dissemination and inculcation of cooperative principles and ideals, based on the premise that the purpose of cooperative education is to "unite this feeling (i.e., the primary need of men for each other) with the intellect and will for the achievement of a social ideal."

The latter part of the pamphlet, entitled "What to Read on Cooperation," is an exhortation on the part of Mr. Hull to his readers to study the Cooperative Movement not per se, but as a definite and integral part of the great democratic movement which he traces from its inception in the early part of the nineteenth century to the present day (1928), and in which he foresees a triumphant future.

30. KALLEN, HORACE M. Consumer cooperation, democratic ideals, and education. In: Proceedings of the 1938 national conference of the Progressive education assn., United States Section of the New education fellowship, (American Education Press, Inc.), Columbus, Ohio, circa 1938, pp. 19-35. (Progressive Education Booklet no. 10.)  
At head of title: Areas for Educational Exploration.  
Stenotype report of speeches given at the National Conference of the Progressive Educational Assn., New York, Feb., 1938.  
Av. in Coop. L.

Mr. Kallen begins his speech with a survey of present conditions in the United States. He finds that the attitude of the public towards democracy as it is now practiced is hardly satisfactory, and uncertainty, rather than faith, now dominates the minds of the people. Coupled with this is the fact that federal control over business has increased notably. Such control, or interference, is viewed by Mr. Kallen with some apprehension, for he finds that private industry has always managed to circumvent such efforts, causing increasing intervention on the part of the government, leading eventually to the totalitarian state.

The speaker offers his two suggestions to oppose these trends, and to fulfill the ideals of democracy: to assuage the antagonisms of producers and consumers by emphasizing the democratic wholeness of the natural man with his natural rights; to recognize that man's inalienable rights are those of consumption. A further step would then be to build this consumer primacy into the structure of society and thus to extend the principles and practices of democracy from the political to the economic relations of men. In order to achieve this, consumers' cooperatives are to be formed.

In the consumer economy, the basic unit is the individual. A consumer cooperative society is a business which is governed by and for the members. Even more important is the fact that the relationship of the individual consumer to his cooperative property is that of a user and maker, not that of a seller and dividend-taker.



The record of the consumer cooperative organization in different parts of the world shows that they have succeeded where private enterprise failed. Cooperatives bring prices as close as possible to costs and tend to reduce costs, and, moreover, insure to the users the quality of the goods and service that they use. Mr. Kallen finds Cooperation, like political democracy, to be a method of keeping open and multiplying the ways to life, freedom and happiness, and it is beset with the same dangers and deficiencies which confront democracy.

So far as schools anywhere, the speaker believes, can contribute to a new order, they can contribute by enabling the actual formation of positive habits and attitudes. The consumer cooperative movement, in contrast to Communism, fascism, socialism and Christianity which can but provide ideals, lends itself most readily to this task of the schools. Consumer cooperation, because of its logic, its democratic rule of associations, its federal pattern, and its close service of immediate needs, can be taught in the earliest grades of school. Mr. Kallen believes that the cooperative attitude and habit can begin in the kindergarten "in the frame of reference of the Rochdale principles." Such study can continue throughout the school years, enabling the young person to enter the world, after graduation, without any break in his activities and without disillusionment. Moreover, consumer cooperation, by providing a laboratory study of economics in all its levels, comes close to the essentials of the progressive idea in education both in theory and in practice.

31. LANG, Dr. COSMO GORDON, Archbishop of York. The Education of an industrial democracy. Manchester, Eng.: Cooperative Union, Ltd., 1921. 11 pp.  
Av. in Col.

This address by the archbishop of the diocese was delivered at a meeting held at York in March, 1921, in connection with the Eleventh Easter Week-end for Cooperators, arranged by the Central Education Committee of the Cooperative Union, Ltd. The speaker began by stating that, within Cooperation, there is wide opportunity for education, and that cooperators must realize that they have a great part to play in the extension of education, even beyond the limits of the Cooperative Movement itself as a practical institution.

With respect to the question of industrial democracy, the prelate stated that the overwhelming majority of the people of England are industrial workers to whom the franchise has been given. These people are the rulers of the country, and the destiny of the nation is in their hands. He added that, if democracy is industrial, then industry must become more democratic and thus impose on the workers an enormous responsibility.

This responsibility carries with it the necessity for greater effort in the field of adult education. Cooperators should ally themselves with the universities and make full use of their facilities. It is only in this way that the great problem of the future--a fuller and richer education for the workers--can be met as it should be.

This alliance of workers and teachers will bring many benefits. First, it will provide the leaders of an industrial democracy; second, it will provide the principles which will regulate the choice of leaders. It will educate men and women to distinguish between reason and rant. It will help democracy to observe that fanaticism is dangerous and is a thing to suspect and not to follow. It will point out to men and women something greater and vaster than the mere knowledge by which they can fulfill their citizenship or take reasonable control of industry.

This last benefit will give workers the education which will open the great heritage of humanity. It will open the libraries, the museums, the galleries, the beauties of music -- all of which are the rightful heritage of the workers in an industrial democracy, and all of which are beyond price.

32. LASKI, HAROLD J., M.A., prof. of political science, University of London. Cooperative education. (Consumers cooperation, (Cooperative League of U.S.), New York, Jan., 1937, v.23, no. 1, pp:4-6). Excerpt from his book The Spirit of Cooperation. Manchester, Eng., Cooperative Union, Ltd., 1936. 23 pp.  
Av. in Col., N.Y.P.L., N.Y.U.-WA.

Cooperative leaders are urged to give the maximum emphasis possible to the educational functions of the Cooperative Movement in order that the social philosophy as well as the economic practices of Cooperation may properly develop.

The author feels that cooperative literature lacks the "note of fundamental challenge" and that no great cooperative literature has been produced that is comparable to the literature of socialism, while the cooperative colleges, insufficiently financed, cannot be compared to capitalistic institutions of higher learning. All retail cooperatives, the author urges, should sell literature and books stressing the value of Cooperation.

Unless the essential spirit of the Cooperative Movement is developed, it is the author's opinion that it will pass into "that phase of stagnation which attends all great movements which do not make an imaginative use of their opportunities."

33. LAUMAN, Prof. N.G. The Education of labor. In: Report of proceedings of the Second American Co-operative convention at Cincinnati, Ohio, Nov., 1920, (Cooperative League of America), New York, 1920, pp. 80-82.  
Av. in R.S.

Early in his address before the 1920 Cooperative Convention at Cincinnati, Professor Lauman pointed out that he was engaged in teaching Cooperation in an American University and thus possessed a scientific attitude toward this question. Emphasizing that he was not a propagandist, he stated quite emphatically that a propagandist has no business as an educator. An educator should "find out what has been done, find out the things that are going on, try to see the philosophy of the situation -- and present it to his students." It is customary for the university professor to present a subject by beginning with the history and ending with the philosophy, and not saying much about things as they are. There is a good deal that is in history, and claims to be history, but which does not truly belong in history.

American cooperators should be educated in cooperative history. Professor Lauman deplored the lack of understanding in America of the cooperative history of England and the rest of Europe. We must understand that the Cooperative Movement is not simply a consumers' movement, although that is what ultimately it may be. In 1920 the consumers' movement had made but little progress in this country. In one particular line we have made more progress than any other country, that is, the savings and loan associations. Professor Lauman advocated cooperative education as a means of alleviating some of the many failures of cooperatives in the United States. He advised that the history and records of successful cooperative organizations in America be compiled and kept available for study by American students, as their prin-



cial subjects. They should also study the differences in the various kinds of credit organizations and the different kinds of credit. It must be realized that "we cannot create Cooperation successfully out of our philosophy, of which we have not enough."

Continuing his address at Cincinnati, Professor Lauman pointed out that the English Christian Socialists aided considerably in the development of consumers' cooperation, and gave a great service and a great philosophy to that movement. He did not mean to say that that philosophy should not be changed, as there is no absolute philosophy. Nevertheless, these early social reformers did a fine piece of work at a time when no other agency stood ready! The Rochdale weavers and their successors were greatly aided by the Christian Socialists of their day.

Courses on Cooperation are given in state universities, especially in the Middle West, where there is an outstanding need for cooperative education. These courses are on the history and philosophy of cooperation, and on its different types. They are given by the extension staffs of the universities. Chiefly for the benefit of the farmer co-operators, the best instruction is given in the agricultural colleges and in the agricultural departments of state universities.

34. MANSBRIDGE, ALBERT, founder and general secretary, Workers' educational assn., chairman, World assn. for adult education. The Workers' educational association of Great Britain. (International labour review, (International Labour Office), Geneva, Switz., Sept., 1922, v. 6, no.3, pp.335-344.) With table.  
Av. in R.S.

This article does not deal directly with the Cooperative Movement but is more of a comment on its accomplishments as a result of the education program set up as an example to be followed by the trade unions.

Many parallelisms are adduced between cooperative endeavors and the workers' education movement. As far back as 1844, the Rochdale Pioneers provided for a budget allowance for educational purposes to be deducted from yearly profits. In 1903, joint conferences between trade unionists and co-operators were held for the purpose of promoting a common workers' education through the channels of trade unions.

The significance of the Workers' Educational Association lies in the fact that it has succeeded in bringing about united action by the universities of England and the organizations of the working classes. It has fused the influence of the institutions into one strong and vital force for the development of education among working men and women throughout the country. In so doing it has helped to create a new attitude towards education on the part of the community at large. The new attitude revealed itself most clearly in the sudden demand for increased educational facilities towards the end of the period of the recent War. This demand is, however, in danger of falling short of its promised fulfillment by reason of the post-War stringent financial condition of the country, but in any case the Association has demonstrated most clearly that if there is to be reform and advance in the schools for children and adolescents, there must be a keen, understanding adult population exerting its influence.

The author gives a detailed discussion of the following subjects: Origins of the Association, Constitution of the Association, Tutorial Classes, Other Forms of Educational Work, and Present Scope of the Work of the Association. He states that at the end of 1921 the Association had 316 branches organized in 13 districts throughout Great Britain.

35. MATHIASSEN, SOREN A. Education for cooperative reconstruction. (The Round table, (Central States Cooperatives), Chicago, Ill, Mar., 1941, v. 4, no. 3, p.3.)  
Av. in Coop. L.

This is a brief editorial by Soren A. Mathiasen, stressing the need for education for cooperative reconstruction.

"Cooperatives represent man's constructive group ideals in action," whereas "war represents man's destructive nature in group action." Instead of men uniting so willingly and efficiently to destroy and kill and enslave, they should unite to counter these destructive forces. The thing of most vital importance is the welfare of the human race and of all those who educate and inspire others to constructive group effort.

There is an opportunity for the education of people, in the author's opinion, for the cooperative and peaceful way of life which most of us long for. The natural reaction for most people is to wish to rebuild what has been destroyed and to do something against the evil and destructive forces. This desire to contribute something to civilization is the opening wedge to education for cooperatives.

36. MEHTA, VAIKUNTH L. Training and propaganda. In: Indian cooperative studies, Edited by R. B. Ewbank, (Oxford University Press), London, Eng., 1920, pp.133-155.  
Av. in Col., R.S.

Cooperation in India or in any other country, in the author's opinion, is essentially a democratic movement, and hence education is an absolute necessity for cooperators. If the mass of cooperative members are not sufficiently instructed in the principles and practices of Cooperation, there arises a real danger to the Cooperative Movement. Furthermore, by virtue of its intrinsic character, it does not subsist on official patronage, advertisement campaigns or press publicity, but on the enthusiasm and the energy of the various humble individuals composing it and on the feelings of sympathy generated in the public mind. "To arouse the enthusiasm of its component units and to awaken the sympathies of the general public, two things are necessary: instruction and propaganda." Together, these two items constitute cooperative education. Training is required to educate cooperators themselves in the principles and practices of Cooperation, and propaganda for enlisting large numbers and creating a general atmosphere of good-will and sympathy with the aims and aspirations of the Movement. The author, after outlining his views on "training and propaganda," explains the expenses involved and the manner in which co-operators handle these two phases in England, Germany and Ireland.

Mr. Mehta surveys briefly the conditions of the problem in India and summarizes the progress of the Movement. While admitting that the task of training and propaganda in India is similar in many respects to the work in other countries, he points out certain of the different conditions that are encountered locally. In conclusion, he states that "while men and women of India have struggled to achieve political democracy, so little has been done to introduce democracy in industry, in agriculture, in finance. But the future is not without hope. Cooperation is one force which can be made the basis of a just and enduring national civilization. And if the ardent national spirit, now in evidence, all over India, can be yoked to the movement, Cooperation may yet be (as dreamers prophesy) a vital force in the life of the people, and may mold firmly the organic unity of society."



37. MERCER, T. W. The Relation of cooperative education and cooperative politics. Manchester, Eng.: Cooperative Union, Ltd., 1921. 14 pp.  
Av. in N.Y.P.L.

This booklet by Mr. Mercer stresses the interdependence of cooperative education and cooperative politics. He begins his outline by showing how closely present-day politics are derived from the great public schools, Eton, Harrow, and Rugby, and the colleges, Oxford and Cambridge, and also states that the educational policies of these schools vary with the policy pursued by the party in power in the national government. For this reason, "If the world is to be governed in the way that cooperators desire, those who are to administer and direct the affairs of State must study the art of government and the science of politics in a cooperative school."

Mr. Mercer further expresses his opinion that the relationship between cooperative education and cooperative politics is the same as that between cooperative education and cooperative industry. In both cases, political and industrial, the desire is to promote the practice of truthfulness, justice, and economy. The cooperative teacher should confine himself to instructing practical politicians and is not to enter into politics any more than he is to enter into business when he trains store managers.

The educationalist must first of all formulate a cooperative theory of politics consistent with the economic theory of industrial Cooperation, and until this is done cooperators will not know how to apply cooperative principles in the sphere of government. He must next undertake the political education of the cooperators. The author says that the average Englishman's ignorance concerning politics is notorious, and that cooperators are little better than other people in this respect. In this instance, the primary duty of the cooperative teacher will be to train cooperators how to think, and to develop their critical faculties.

The cooperative educator must undertake to train the men and women who are chosen to represent cooperators in Parliament and on local governing bodies. Mr. Mercer says that the ignorance of the typical politician is proverbial. He says that it will be necessary for the cooperative politician to understand what political institutions are and how they develop. In addition, it is necessary for him to pay special attention to economics and to the economics of Cooperation so that he can adapt the principles of cooperative industry to the needs of governmental departments. Moreover, he should take courses in logic, ethics, history, geography, and public speaking, and he must learn the exact meaning of the current political terms.

The cooperative educator must also provide training for cooperative political propagandists, organizers, and education agents whose work is more difficult than others of their ilk because they have no political party as yet to give them influence. Mr. Mercer points out that the Education Program of the Cooperative Union already includes many courses which are adaptable to the needs of both cooperative politicians and organizers, and that all that is needed to fill all the requirements of these persons is an expansion of the program.

The author again points out that it is not necessary that the cooperative educator be a practical politician; indeed, he stresses that this would be wholly undesirable, and that there must be differentiation of social function in the Cooperative Movement. The teacher must, however, point out certain dangers to which cooperators in politics are exposed, and he must constantly declare that all forms of cooperative activity must be related in one Cooperative Movement and conform to a common end. The teacher must expose any departure by the politicians from the principles of the Movement. Mr. Mercer says that

cooperators will be in error if they suppose that there is any creative value in political action; the new world must be created by cooperative industry. He agrees with Sir Horace Plunkett that "over-reliance upon government is a sure sign of business inefficiency."

38. MOORE, J. M. Educational work: importance of cooperative education and the best means of promoting same. (The Cooperative Journal: let us work together, (The Cooperative Education Publishing Co.), Oakland, Calif., Mar., 1908, v.8, nos. 9-13, pp. 5-6.)  
Av. in N.Y.P.L.

The Cooperative Journal of March 1, 1908, published an interesting speech delivered by Mr. J.M. Moore before the tenth Annual Convention of the California Rochdale Cooperators at Oakland.

Mr. Moore emphasizes the great importance of an educational program to the success of cooperative enterprise and discusses the means for providing that program. He notes that the Rochdale Pioneers understood this relationship and paid no patronage dividends until financial provision for educational work was made.

Very few of the local associations in the State, Mr. Moore declares, have set aside sufficient funds for educational purposes. They fail to realize that much of their success has been due to the educational work of their wholesale company. The best security for the realization of their cooperative investment is the extension of educational activities. He insists that people must be educated to understand that Cooperation is not merely "profit-savings." He maintains that they must be taught the broader objective of Cooperation - the uplifting of the producers of wealth to a higher plane, economically, morally and socially.

A suggestion is made that the more prosperous stores contribute out of their surplus profits to the less successful ventures. The purpose of such action is not charity but education in the widest sense, for success helps the Movement while the failure of any one enterprise weakens it in public estimation, for private business is quick to publicize any misfortune in the cooperative field.

In conclusion, the speaker advocates that each local cooperative subscribe to the Cooperative Journal, which, if properly supported, could become the educational organ of the Movement.

39. NIEDERFRANK, E.J., asst. prof. of agricultural economics, University of Maine. A Co-op's choice: education or failure. (News for farmer cooperatives, (U.S. Farm Credit Administration), Washington, D.C., Mar., 1937, v.3, no.12, pp.7, 11-12.) With illus.  
Av. in N.Y.P.L.

It is the contention of Professor Niederfrank that the most important single factor determining the success or failure of cooperative organizations, and of the whole Cooperative Movement, is "a sound and well-rounded educational program." It is "the foundation stone" of the Cooperative Movement in Denmark, Sweden, and England, and is rapidly coming to be recognized in America as the basis upon which cooperative associations must be built and grow into prominence.

Education disseminated by cooperatives may be divided into three general classes: (1) education and information for members; (2) education of the officers and employees; and (3) education and information for the general public, including youth groups and even children.

In this sense, the educating and informing of members in every phase of Cooperation and cooperative relationship is one of the most fundamental responsibilities of a cooperative association, because of



the same resistance to it that makes commercial concerns spend great sums teaching the public to use its products.

The training of officers and employees is also of great importance, because "just anybody cannot run a cooperative association efficiently." Officers and managers of a cooperative must be just as keen businessmen, diagnosticians, merchandisers, and marketing specialists as those of competing private trade. Cooperatives must follow sound accounting principles and the latest approved practices and principles of merchandising and marketing.

Teaching the concepts of Cooperation to the public follows adequate self-knowledge. A part of the educational effort should be directed toward the general public, including children and youth groups, - the potential future membership. An educated and enlightened membership will serve as a source of strength to the Cooperative Movement in America, as they will contribute not only monetary savings, but greater human values at one and the same time.

40. PACIFIC COOPERATOR. Educational development. (Cooperative Educational Publishing Company, San Francisco, Calif., Jan., 1913, v. 14, no. 1, p.8.)  
Av. in N.Y.P.L.

Cooperative organizations in California do not give sufficient attention to a complete cooperative education program. The lack of such a program has held back the Cooperative Movement throughout the United States. It has been the custom to educate the prospective members of Rochdale societies in the advantages of Cooperation, but once they have joined they receive no further training.

The writer quotes from the "Caroline Union Farmer" as follows: "Keep in mind that the Farmers' Union is first of all an educational organization... Arrange a program for every meeting, by selection of special topics for discussion, and appoint some member to lead the discussion. Give each member a part to perform. If you produce activity on the part of each individual you will have a wide-awake and progressive local organization and there will be no dull dragging meetings."

41. PATTEE, RICHARD, chairman, American institute of cooperation. Purposes of the American institute of cooperation. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D.C., 1936, v.1, pp.16-22.  
Av. in Col., N.Y.P.L., N.Y.U.-WA

In his introductory remarks, Chairman Pattee of the American Institute points out that the cooperative principle in business practice has spread so rapidly, has so widely permeated and affected the business structure of the country, that from being just a mere name for a vague idea it has become a positive factor in our business relations, and is challenging attention and study everywhere.

The Cooperative Movement in this country developed from units that in themselves were protests against the abuses under established business practices which did not correct themselves from within. Cooperative societies were organized as one means of escape from the evils of the old distributive system and its intolerable treacheries. Producers concluded that by taking over the very same distributive system they could rid it of the evils, abuses and injustices under which they suffered. At different times and places, cooperative business organizations differing in form and method appeared and grew, with

varying and, to some extent, conflicting concepts of organization and methods of operation.

However, in the main, their purpose was identical. Gradually, they associated themselves in groups for the accomplishment of common objects, especially in the field of legislation. By their growth and association, they had risen from the status of isolated local units to a great national movement for economic progress. Their leadership, operations and principles became of national importance - in popular parlance, they "took their place in the sun."

The advocates of the Cooperative Movement came to realize in a practical way the application of two economic principles: that the values attached to the commodities they handled were determined, not by the fiat of the seller, but by the willingness or necessity of the buyer; that the return to the producer was what the consumer would pay, less the cost of delivering the product. The cooperator came to realize that he could eliminate needless waste in the process of delivery; he could take advantage of market conditions which determine price; he could (through his own facilities under his own control) so regulate the flow of products as to serve the consumer continuously, efficiently, and profitably. Direct marketing methods, by eliminating private ownership of intermediate facilities, could be made to contribute to the value of goods. Thus the wealth paid by the consumer could be equitably distributed among producers, less the intermediate cost of distribution, operated as a service and not as a profit-making function, which is the ultimate purpose of Cooperation.

The program of the "American Institute of Cooperation" is built largely around that phase of cooperation which deals with the development of cooperative agricultural crop marketing enterprises. But it is not limited to the investigation and study of the cooperative marketing of farm products; it is intended rather to be an educational institution devoted to the better understanding of the principles of cooperative business practice in general. This is not to be considered a purely agricultural movement, in fact, not in itself a "movement" of any sort. It is an attempt to analyze and better understand the reasons for, the operations of, and results attained by the movement as applied to specific commodities. "It has no theory to promote, no objective to reach, no other purpose except to better understand what is being done, why it is being done, and how it is being done, in the hope that such understanding may contribute to its being better done!"

In view of the recent growth of public opinion favorable to cooperative business practices of the magnitude, extent and importance of cooperative business activities, and of their bearing upon the general welfare, it is important that the public at large, and especially those engaged in these undertakings, shall thoroughly understand the purpose and effect of what is being done, and shall determine from experience the soundest, safest, and surest way of doing it. No better plan has suggested itself than to call together those engaged in these activities - the very men in charge of these projects, who may exchange and compare their experiences; to invite trained observers and economists to criticize and suggest safeguards and improvements; to afford the general public an opportunity to understand the intent of the Institute and to encourage a sane development of the movement in the public interest.

Chairman Pettee emphasizes that this Institute, especially through its round-table discussions, will constitute a forum for the presentation of new ideas, for "new ideas are the material with which progress is made." Such will be examined by others in the light of their own experience, and scrutinized with complete frankness. It is the purpose of the Institute to encourage the advancement of constructive



thought, helpful to those seeking the truth and, finally, to bring out the deeper significance of the Cooperative Movement with respect to the national welfare.

42. PECK, FRANK W., director of extension, College of agriculture, University of Minnesota. Relation of public education to the cooperative movement. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D.C., 1937, pp. 256-262. Av. in Col., N.Y.P.L., N.Y.U.-WA.

The argument advanced in this paper is that "if the relations between public education and the Cooperative Movement are to be close, effective, and mutually advantageous," the ideals, principles, limitations and practices of Cooperation must be better understood.

Dr. Peck contrasts public education and the Cooperative Movement as follows: "Public education represents the means by which opportunity is afforded for people to improve themselves through acquisition and best social and economic use of knowledge, while the Cooperative Movement represents a way of seeking opportunities for self-improvement by the acquisition of economic returns and desirable social values."

Educational institutions should inform the public about the principles, progress and possibilities of cooperative effort by presenting the truth, based on factual experience and the recorded performance of activities, and not by presenting the Movement as the millennium in human relations and a utopia in business practices. There should also be definite relations between the Cooperative Movement and public education in the field of publication.

Cooperative enterprise should seek criticism on the one hand, and on the other, it should investigate and analyze group activities both within and outside the sphere of Cooperation. Empirical research is needed to supersede the prejudice and misunderstanding that exist in many quarters at the present time. The agricultural college at Minnesota is mentioned as one of the important agencies combining public instruction with research in agricultural cooperation.

43. PECK, FRANK W., director, Agricultural extension, University of Minnesota. The Responsibility of education to the Cooperative Movement. (Cooperative Journal, (National Cooperative Council), Washington, D.C., and Richmond, Va., July-Aug., 1937, v.11, no. 4, pp. 103-104.) Av. in Col.

This article is a condensation of a paper read at the American Institute of Cooperation. The author, who is a director of agricultural extension courses, declares emphatically "that public education does have a responsibility to teach the principles, the progress, and the possibilities of cooperative effort, but that responsibility has to do with teaching the truth, the factual experience, and the recorded performance of the activities that constitute this movement." Public education does not have the responsibility of organizing, operating, defending, propagandizing, or preaching in behalf of the Movement. "Its function is to research, interpret, teach, study, analyze and finally, if wise enough, to suggest sound policy and procedure."

44. RAE, W.R., chairman, Central education committee. The Cooperator as a general educationist. (Cooperative review, (Cooperative Union, Ltd.), Lanchester, Eng., Nov., 1928, v.2, no.12, pp. 226-229.) Av. in R.S.



It is possible for the Cooperative Movement to effect a peaceful social revolution. The Movement has proved that although it is not dominated by capitalism it can compete successfully in the commercial world and offer better and cheaper products than private industry. Cooperators should realize this, and at every gathering they should explain and illustrate the ideals of Cooperation and not stress the success of their methods and the thought of the savings which accrue to the membership. Both of these tend to stimulate commercial selfishness.

A member of a cooperative society is both a private citizen and a cooperator. Mr. Rae says that "the hat of a cooperator covers two men in one." As a citizen, he should have a deep interest in the future welfare of the community in which he lives, and as a cooperator he should believe in the special importance the Cooperative Movement has to his welfare. It is emphasized, however, that the members of cooperatives should put their duties as citizens above everything else.

The educational program of a cooperative society should emphasize these two things so that the society's membership can feel that the Movement is interested not only in the immediate needs of its members, but that it is providing for the future security of their children.

45. RUSSIAN COOPERATOR. Co-operation and local knowledge. (Joint Committee of Russian Cooperative Organizations in London, London, Eng., July, 1920, v.4, no.7, p.108.)  
Av. in N.Y.P.L.

The 9th Congress of the Russian Communist Party in 1920 decided to discontinue cooperative educational work because the Soviet Government considered the educational work done by cooperators unnecessary. The staff of workers which had been organized with great difficulty was abolished by this decree.

The author of this article (who is hostile to the provisions of this decree) reviews the educational progress and the achievements made by Russian cooperatives, which recognized the importance of education as a factor in the strengthening of cooperative principles in the societies of the U.S.S.R.

The growth of Cooperation, the Committee declares, can be measured not only by its membership, capital and turnover, but also by the role it is called upon to play in the general life of the nation. Its financial and numerical growth has placed it in a position to assume greater responsibilities and thus a wider field of activities, as for instance the establishment of museums, exhibitions and libraries "for the study of the respective localities and regions."

46. SMITH, A.L., M.A., Master of Balliol college, Oxford university.  
The War, education and cooperation. Manchester, Eng.: The Cooperative Union, Ltd., 1916. 11 pp.  
Address delivered at the Educational Meeting, Tuesday, 13th June, 1916.  
Av. in N.Y.P.L.

Professor Smith appeals for education among the working classes, to enable them to understand that their aims are more likely to be realized through Cooperation than through the present system of cut-throat competition.

He outlines the social and economic problems that are confronting the nation as a result of the War and suggests that those elements that are essential for the efficiency of any State - practical training, personal service, mutuality - can all be attained through Cooperation. Further than that, the Movement offers great possibilities for

converting those social characteristics that are used to gain superior qualities in human beings into moral qualities that will make for better cooperation.

He agrees with Lord Haldane that "... true self-education can be brought within the reach of all working men through a great educational campaign." A final appeal to all cooperators to help promote working class education concludes the address.

47. SMITH JOSEPH, asst. secretary, Central cooperative board. Educational funds: their value and how to use them. Manchester, Eng.: Cooperative Union, Ltd., 1877. 7 pp.  
A conference paper read at Sheffield, Eng., Oct., 6, 1877.  
Av. in Col.

In a concise manner, the author gives his reasons why cooperative societies should have an educational fund since "the presence of a handful of able and earnest men will not be enough to win for us the triumph which the application of the cooperative idea to production and to social life makes possible." In stating the value of such a fund he expresses the opinion "that a portion of the profits of a cooperative society should invariably be devoted to what may be called educational purposes, in order that the recognition of the higher life (which cooperators profess themselves desirous of attaining) may never die out among us. The educational fund is an acknowledgment, an earnest intention of our faith, and the society that negates the proposal to establish one, voluntarily resigns all pretense to lead the van of our army of progress in its conquering march."

Too many cooperators believe erroneously that it is only capital that is needed to revolutionize. "If by cooperators," the author says, "everything is rendered to Caesar and nothing to God, the world will have to wait for reformers of another name and spirit if anything great and good is to be witnessed or done. These conquests can only be achieved by a cultured people."

The application of an educational fund, the officer of the Central Cooperative Board suggests, should conform to the different educational needs existing in a society. Study clubs, libraries and general courses in arts and sciences require specific forms and methods adapted to the objectives in view.

48. SOUTHEASTERN COOPERATOR; Baton Rouge conference exceeds expectations. (Southeastern Cooperative Education Association, Carrollton, Ga., May, 1941, v. 1, no. 5, p. 4.)  
Av. in Coop. L.

This article shows that at the Conference on Cooperative Education held April 14-15 at Baton Rouge, Louisiana, and attended by over 100 students, the Cooperative Movement took another vigorous step forward.

This conference was successful in bringing together many noted leaders and workers in agriculture, business, education, industry, labor, medicine, religion and other fields and produced interesting discussions on the social, economic, moral, educational and religious implications and possibilities of the Cooperative Movement.

John Garson, a Cooperative League field representative, pointed out that the present economic system is dying and that restoration of ownership to consumers and producers by the peaceful constructive cooperative means will restore to them the sense of responsibility so essential to industry and democracy.



L.F. Warbington, educational director of the Ohio Farm Bureau Cooperative Association, declared that democracy can be materially strengthened by the expansion of a self-help study plan under which small groups of neighbors meet together regularly to study materials designed to help them solve their own problems.

Cornelius King, of the Farm Credit Association, reported on the gradual progress of the credit union movement among Negroes, and J.L. Reddix, president of Jackson College, Jackson, Miss., told of spectacular successes of cooperative grocery stores for Negroes in Gary, Indiana.

49. TAWNEY, R.H., M.A. Education and social progress. Manchester, Eng.: Cooperative Union, Ltd., 1912. 12 pp.  
Address delivered at the Educational meeting, May, 1912, in connection with the Cooperative Congress at Portsmouth.  
Av. in N.Y.P.L.

Education, to the Cooperative Movement, connotes "the uplifting of society through the inspiration of a common ideal." A period of educational ferment always coincides with a period of economic and political unrest, which has always resulted in new conceptions of education. The author maintains that cooperatives have the special responsibility of acting as pioneers in building up the facts of higher education which the State has left almost untouched because of "the monopoly of education," which is "the buttress by which all other monopolies are protected."

Mr. Tawney believes that the greatest indictment of modern society is that men are treated as "cogs in a great machine which uses human lives as raw stuff out of which to fashion material wealth," and he urges those interested in the Cooperative Movement to insist that the financial obstacles which keep many students out of our universities be removed, both by a really adequate scholarship system for students of small means and by reducing the cost of education. He recommends that an inquiry be made into the whole subject of educational endowments and finances, and that the public be represented on the governing bodies of the universities.

50. THOMPSON, GLENN W., educational director, Midland Cooperative wholesale. Cooperative publicity and education conference. (Consumers cooperation, (Cooperative League of U.S.), New York, Aug., 1937, v. 23, no. 8, pp. 119-120.)  
Av. in Col., N.Y.P.L., N.Y.U.-WA.

The first conference of the Tenth Biennial Congress of the Cooperative League of the United States, held at Des Moines, Iowa, in June, 1937, was organized around Cooperative Education. The five major topics discussed were: publicity; education for Cooperation; education in cooperatives; employee education; and cooperative education.

51. TOMLINSON, CHARLES E. Art, life and cooperation. (Consumers cooperation, (Cooperative League of U.S.), New York, Jan., 1938, v. 24, no. 1, pp. 13-15.)  
Av. in N.Y.U.-WA.

In making a comparison between Art and Cooperation for the Cooperative League of the United States, Mr. Tomlinson expresses the opinion that although both are forces working along parallel lines to the goal of perfection and both stand for social service, Art is a spiritual triumph, while Cooperation is a triumph over materialism.



The mission of Art is to inspire man to take possession of himself, and the mission of Cooperation is to enable him to become the active commander of his soul. Since the two supplement each other, Art should always have an important place in cooperative educational work.

52. TOMPKINS, Dr. J.J. The Educational significance of the cooperative movement. In: A Tour of Nova Scotia cooperatives; report of conference-tour under the auspices of the Cooperative League of the United States, and the Extension department of St. Francis Xavier university. (Cooperative League of the U.S.A.), New York, circa 1937. pp. 15-16.  
Av. in Coop. L.

The Cooperative Movement has a great educational significance, inasmuch as it inspires people with ideas, enables them to work towards the formation of a better society, and inculcates the spirit of brotherly love.

Cooperation draws together people of all sorts and creeds, and teaches them to work together and to appreciate spiritual things. Nowhere is this unifying influence more apparent or more welcome than amongst the various religious denominations. There is no Catholic way of catching fish or selling coal, no Baptist way and no Methodist way. Cooperation is neither Catholic nor Protestant, but it is based upon Christian principles, without which a high order of society cannot exist. It is guided not by sectarianism but by reason. The Cooperative Movement, therefore, is both scientific and Christian, and it embodies the essence of the Ten Commandments as do few other modern expressions.

53. TORMA, BILL. Co-operation needs education. (Cooperative builder, (Central Cooperative Wholesale), Superior, Wis., Sept., 1933, v. 8, no. 18, p. 6.)  
Av. in N.Y.P.L.

This article, written by a student during the advanced cooperative courses held in Superior, Wisconsin, in June, 1933, points out that the more one studies any given topic the more one is imbued with the desire to learn. Education eventually takes on the form of research, for in the desire to acquire an ever greater knowledge one is led on to new sources of information. This quest for knowledge can and should be applied to Cooperation. After one learns the rudiments of the subject there is an unlimited field ahead for study and research. In this manner a student will come to learn of the great men in the Movement, like Owen, King, Bouchez, Raiffeisen. He will learn of their work and of the influence they have had on Cooperation in general.

The author stresses the need of continued education as a prerequisite for the growth of Cooperation. In this connection Cooperation is likened to an electromagnetic power which always attracts and gathers more particles from its surroundings. This process continues only as long as sufficient current is maintained to permit such a condition. Similarly, Cooperation must be constantly supplied with an "educational current," for only through continuous education can we build and vitalize the Consumers' Cooperative Movement. "Magnetize the new particles with Cooperation and they will do their share to work toward that ultimate goal of a social and economic heaven on earth - the Cooperative Commonwealth."

54. TORMA, BILL. Wanted: a cooperative college. (Cooperative builder, (Central Cooperative Wholesale), Superior, Wis., Aug., 1933, v.8, no. 16, p.6.)  
Av. in N.Y.P.L.

In the North Central States, a large measure of the success of the Cooperative Movement has been due to various educational agencies - schools, lectures and publications. With the commercial expansion of the Movement, there must be a commensurate educational expansion. A Cooperative College is needed, and to realize this need, the cooperative membership must become really education-minded, as well as deeply loyal to their cause.

55. TRADES UNION CONGRESS, LONDON, ENG. Cooperative union. In: Sixty-sixth annual report, Trades Union congress at Weymouth, Eng., Sept., 1934, London, 1934, pp. 299-300.  
Av. in Col., R.S.

This is an address delivered by the delegate of the Cooperative Union to the British Trades Union Congress. The speaker notes that the trades unions are urging their members to join cooperative societies, and that the cooperators are being urged to become trades unionists.

Furthermore, both the cooperatives and the unions have expended considerable amounts for educational purposes during the year, and it is stated that only through education can the workers secure the same opportunities as "the more fortunate classes."

56. WATKINS, W.P. B.A. Co-operative teaching in war time. (Review of international cooperation, (International Cooperative Alliance), London, Eng., July, 1940, 33rd year, no.7, pp.240-243.)  
Av. in N.Y.P.L.

In this period of war and crisis, it is impossible to exaggerate the importance of cooperative education, in those countries where Cooperation is still permitted to exist. There are two things which teachers of Cooperation must be especially careful to avoid at this juncture. The first is to attempt to teach the Movement's principles without making adequate reference to their relation to current events. The second is to lose that intellectual detachment that is so necessary to Cooperation and become a journalist or propagandist.

Cooperative educational policy must be guided by the fact that the Movement's mission is to help in creating conditions under which totalitarian war cannot exist. The masses of cooperators must be taught, from a study of the Movement's past and present, its potential usefulness for future constructive work. What the average cooperator does not yet understand is that the Movement's principles do not pertain to Cooperation alone, but are ideals that are valid universally in human society.

57. WATKINS, W.P., B.A. International cooperative education: its objects and scope. (Review of international cooperation, (International Cooperative Alliance), London, Eng., Mar., 1937, 30th year, no.3, pp.104-107.)  
Av. in N.Y.P.L.

Mr. Watkins discusses the importance of international Cooperation to the Cooperative Movement as a whole and the methods by which it may be best achieved. He stresses that neither international cooperation nor the national or local societies can be efficient without a constant supply of capable cooperators developed by the right type of

education. This education must not only include knowledge, but the capacity to apply this knowledge successfully in collaboration. The establishment of international organizations is the culmination of all the Movement's activity, and its international character must be made to influence the whole of its educational work. Its rather limited international achievements are due chiefly to an inadequate grasp of the Rochdale Principles. Cooperation, however, is not antagonistic to nationalism but rather shows how it can be a constructive rather than a destructive force.

In a paper presented to the International Cooperative Educational Conference at Vienna, in 1930, Mr. Victor Serwy emphasized the fact that Cooperation contains an entire social policy. Therefore, the study of the fundamental principles of the Movement must be stressed in international cooperative education. In addition to this, the student must have a practical knowledge of the structure and organization of the various types of cooperative enterprise in the various countries where they exist. No limit can be set to this study because of the Movement's continual progress and development. A prime essential is a knowledge of the origin and purpose of the International Cooperative Alliance and its methods of procedure.

58. WOODS, Rev. G.S. Shortcomings and possibilities of cooperative education. (Cooperative review, (Cooperative Union, Ltd.), Manchester, Eng., Nov., 1935, v. 9, no. 54, pp. 303-306.)  
Paper read at the joint Northwestern & Northeastern conference at Wakefield, Eng., Sept., 1935.  
Av. in R.S.

Ever since its inception, the problem of the Cooperative Movement has been to educate the people in the fundamental principles of Cooperation. To this end large appropriations have been made every year, but without much effect upon the general public or upon the cooperatives.

At present, cooperative education manifests itself in the following ways: through residential, extension and correspondence courses offered by the colleges; through day, weekend and periodical schools, and through lectures, libraries and scholarships provided by retail societies; through the various publications of the Movement; and through grants to auxiliary bodies.

The vital thing that is lacking in all of these methods for educational activity is failure to recognize the fact that "thinking is only a microscopic part of the conscious life of all of us, even the brainiest! One's feelings and emotions are almost continuously on duty and influence our conduct. The state education of all countries is designed to produce in the children specific emotional responses. A type of education that will direct both the minds and the emotions must be the objective of future cooperative education.

59. YOUNG, ANDREW. Education for public service: Manchester, Eng.: Cooperative Union, Ltd., Education Department, circa 1913. 15 pp.  
Address delivered at the Education meeting, at Aberdeen, May, 1913.  
Av. in N.Y.P.L.

The full title of this address was "Education for Public and Semi-Public Service." By "semi-public service" is meant executive service in cooperative and friendly societies and in trade unions. Education for service on these bodies is as much needed as education for service on school boards or on parish, town or county councils.



The crying need of all humanity is for a new social and economic system based on cooperative principles rather than on competition or private monopoly. The advent of this new order will be hastened if cooperators will take an active interest in the affairs of the State, and if some of them, at least, are trained for posts in the public or semi-public services.

If cooperators are to devote themselves to the great task of taking part in the functions of the State they must be willing to gain the knowledge of how to perform these functions. Their first study, therefore, should be the nature, growth and functions of the State - that is, political science. This study should not be confined to the State itself, but should extend to the various local authorities to which the State delegates many of its duties. Thus, cooperators living in cities would study such questions as the administration of public health acts, municipal trading, town planning, and housing. And cooperators living in rural districts would study land laws, small holding acts, rural housing, and the organization of cooperative agriculture in foreign countries, particularly Denmark and Germany.

The foundation-stone of any State is its industries, and therefore the second study for cooperators desirous of entering public service should be economics. In the words of John Stuart Mill, the application of the cooperative principle to the economic structure of the State will "realize the best aspirations of the democratic spirit by putting an end to the division of society into the industrious and idle, and effacing all social distinctions but those earned by personal services and exertions."

The best introduction to economics is through industrial history. Cooperators should study "the progress of man through the hunting and fishing, the pastoral, the agricultural, the handicraft and the industrial stages; from cannibalism to slavery, to serfdom, to wagedom, and at last to freedom." Every cooperator should know the conditions which gave birth to the Cooperative Movement, and he should make a thorough study of the Movement's history, principles, methods and goal.

Cooperators should know not only what to study, but also how to study, and their studies should be both systematic and continuous. Courses well suited to their purpose are given in many institutions in Great Britain, such as the Workers' Educational Association, Ruskin College, the Central Labour College, the School of Sociology and Social Economics (London), and the Universities of Birmingham, Liverpool, Cardiff and Glasgow. The best institution for the purpose would be a Cooperative College, where instruction would be given in a real cooperative atmosphere.

## II. REFERENCES OF HISTORICAL NATURE

60. BOGARDUS, EMORY S., prof., University of Southern California. The Cooperative study group. (Sociology and social research, (The University of Southern California Press), Los Angeles, July-Aug., 1940, v. 24, no. 6, pp. 558-567.)  
Also printed in pamphlet form.  
Av. in N.Y.P.L.

It is not always remembered that the practice of cooperative discussion dates back to 1844, when the 28 Rochdale Weavers began to talk about cooperative action as a way out of economic depression; it has remained an important factor in the Cooperative Movement ever since. This practice of group discussions is the prime reason for the success of cooperative enterprises. Problems openly discussed have a way of solving themselves.

Dr. Bogardus analyzes the cooperative study group in a fivefold way, discussing its origins, development, organization, subject matter, and, finally, its social and educational values.

Three origins of the cooperative discussion group are given. The first two were the Rochdale Pioneers' practice of gathering to discuss their problems and the folk high schools established in Denmark beginning in 1850, following the idea of Bishop Nicolai Grundtvig. The Bishop thought the peasants of Denmark could help themselves out of their economic troubles by getting together and discussing them. The third origin mentioned is the temperance discussion circles of Sweden in the second half of the nineteenth century.

Development of the cooperative study groups has always been followed by development of the Cooperative Movement, in actuality. The educational force of the cooperative study group is well illustrated by the work of the Extension Division of the St. Francis Xavier University in Nova Scotia. One hundred "Antigonish study groups" were started in Nova Scotia in 1930. Now, after ten years, there are some 2,000 such groups. The cooperative study group as fostered by Fathers J.J. Donkins and M. M. Coady has attracted notice as a way of inducing discouraged people to tackle their economic difficulties without resort to violence and revolution, but rather through cooperative organization.

In the Middle West, cooperative study groups are growing and the Cooperative Movement is gaining strength coincidentally.

In organizing a cooperative study group, the membership should be small - 15 or 20 - in order to give all a chance to participate. The group should be homogeneous to avoid waste of time explaining things to one another. Regular meetings should be held each week. Assignments are made to specified members each week to lead the discussion at the following session.

The industrial side of the Cooperative Movement, the functional and the technical aspects are all gone into in the course of these group meetings. Certain attention also is given to the ideological side. Seven principles which the author lists for discussion are consumer economy, universal participation, democratic organization of industry, consumer-producer coordination, mutual aid motivation, continuous informal education, peaceful social evolution.

The Cooperative Reading Circle is mentioned. This is a guild in which attention is given to the reading and discussion of literature. Perhaps one-half of the books listed should be on Cooperation in some phase, the author suggests.

Dr. Bogardus estimates the value of cooperative group study as very important both educationally and socially. It is a way of getting people to think together and to act together for the economic advance of the community.

61. BUGNON, EMILE: Cooperative education in France. (Review of International cooperation, (International Cooperative Alliance), London, Eng., July, 1937, 30th year, no. 7, pp. 242-248.)  
Av. in N.Y.P.L.

Contents: Sec. I. Principles of Cooperative Teaching - p. 242; II. The Ethics of Solidarity - 242; III. The National Ideal of Liberty, Equality and Fraternity - 242; IV. The Spontaneous Practice of Cooperation for School Requirements and Education - 243; V. General Organization - 244; VI. A Joint Association of University Members and Cooperators - 244; VII. The Education Department - 244; VIII. The Department for School Cooperative Societies - 245; IX. The Cooperative Youth Department - 246; X. The History of Cooperative Education in France - 246; XI. The Central Office of Cooperation in the School - 247; XII. The Results - 248.

This article is a general history of cooperative education in France, beginning with the inclusion of "Solidarity" in all school programs in 1900. Mr. Bugnon explains that Cooperation has been given a place in the University, and the subject is taught in all French schools although there are no special cooperative schools. Cooperation has been admitted to the French educational system because cooperative principles and practice were the natural extension of existing scholastic principles and practices.

The major portion of the article is devoted to a resume of the activities and aspirations of the Central Office of cooperation. Mr. Bugnon believes that it will ultimately be formed of the National Federations of the different types of cooperative schools and that it will receive as members: cooperative societies and individual cooperators; education societies and individual members of the teaching profession; scholars' organizations formed on cooperative principles; all persons interested in the above organizations.

One of the functions of the Central Office will be to reestablish the Chair of Cooperation at the Collège de France. It will also undertake a continuous correspondence with the specialist professors whose educational programs include instruction in Cooperation, and will keep them constantly in touch with studies carried out and the results achieved. It will also prepare simple lesson schemes for primary elementary teaching and specialized courses, and supply materials to the teachers.

The Central Office will also attempt to coordinate the efforts of the various school cooperative societies and will organize every possible common service on a national basis. A third task, which is scarcely begun, is to organize cooperative youth. Young people who show cooperative aptitude in the school and societies will be united in a voluntary group which will be provided with an adequate income and given attractive occupations and recreations.

Mr. Bugnon then continues with the history of cooperative education in France, referring briefly to the importance of Charles Gide and to the Cooperative Manifesto of the University Teachers which appeared in 1921. The article concludes with discussion of the Central



Office of Cooperation in the School and the results which it has already achieved. The Central Office was founded in 1928 to coordinate the activities of the school-cooperative societies. Although its work has been handicapped by its lack of financial resources, it nevertheless has achieved some notable results. Nearly 2,000 societies are affiliated and it issues many periodicals, including "Copain-Cop," "Documentation Coopérative" and an Information Bulletin. There has also been organized, in Nancy, a successful cooperative summer school, and the Cooperative Youth Group is arranging an international gathering of young cooperators during the International Congress. The author says that a general meeting at Rheims in 1936 has given evidence of the results achieved, and that the exhibition of 1937 will give even more striking proof of the success of the Central Office.

62. CORNELIUS, Dr. E.G., asst. prof. of economics, Bucknell university, Lewisburg, Pa. The Consumer education movement, why and how it developed. In: Proceedings of a conference on consumer education, (Williamsport Education Association), Williamsport, Pa., 1940, pp. 5-16. Mimeographed.  
Av. in Coop. L.

Dr. Cornelius's speech is devoted to the historical background of the Consumer Education Movement. He believes that consumer education was first made necessary by the drastic changes in the economic system that were brought about by the Industrial Revolution, which confronted the consumer with large markets, mass production, impersonal dealings and high pressure tactics. The consumer is not trained to resist the shrewdly devised plans to which he is subjected.

There are now agencies which have been organized to give some protection to the consumer. The first of these was Consumer's Research, Inc., which was organized by Chase and Schlink after public interest was aroused by their book, "Your Money's Worth," published in 1927. This is a non-profit corporation which serves as a research agency for consumers. Dr. Cornelius believes that the consumer still needs three things: a federal department which will serve the consumer in the same way that the Department of Agriculture serves the farmer; a testing bureau; and informative labeling. Dr. Cornelius feels that the movement for consumer education should be supported by other organized groups, such as labor unions and the cooperatives.

The Cooperative Movement has not yet had very much effect upon the Consumer Movement in this country. Many cooperatives have failed because they were theoretical, idealistic, poorly managed and because general conditions in this country were not favorable. Now that depressed conditions have become almost permanent, the outlook for the Cooperative Movement would seem much brighter, for cooperatives always thrive during such depressions. Moreover, the cooperatives themselves have now adopted sound business principles and operate on the same selfish basis as other businesses.

In the opinion of Dr. Cornelius, the future of the Cooperative Movement will depend largely upon whether economic conditions improve or not. There is some feeling that business should oppose the cooperatives but it must be remembered that they have grown within the capitalist system and stand for everything that capitalism stands for. Their importance may increase, and their function will be to act as a check against malfeasance in business.

At the conclusion of this speech there was a discussion led by Mr. Robert Ferrel of the Williamsport Adult School. During the discussion Dr. Cornelius said that consumer education is a product of many phases, including the Cooperative Movement. Two anonymous members of the audience then gave brief opinions on the Cooperative Movement, the

one saying that consumer education is not a consumer cooperative as in the Scandinavian countries, but merely a program to make the consumer a more intelligent purchaser, and the other pointing out that in the Middle West, where there are many cooperatives,--the Movement,--when it reaches the position where it is forced to hire highly trained experts, does not contribute as much to its members as is generally thought.

63. GREENWOOD, A. The Educational department of the Rochdale equitable pioneers' society limited: its origin and development. Manchester, Eng.: Central Cooperative Board, Cooperative Union, Ltd., 1877. 16 pp. With tables.  
Paper read before a Conference of Delegates from Cooperative Societies, at the Cooperative Hall, Toad Lane, Rochdale, July, 1877.  
Av. in N.Y.P.L.

A short history of the educational facilities of the Rochdale Pioneers' Society is given in this pamphlet published by the Cooperative Board.

Encountering financial obstacles in their attempts to secure daily and weekly newspapers, the Pioneer Society finally (in 1849) founded a small reading room with a limited library. This was accomplished by small assessments on the membership, plus the donation of books and magazines. In 1853, with the passing of the Provident and Societies Act, which gave quarterly grants to help finance the library, the Society revised and amended its rules. One amendment was that two and one-half per cent of the net profit of all moneys be devoted to educational purposes. This marked the inception of the Educational Department. By 1875 the library had expanded to the extent of 12,000 volumes, and was open seven hours a day; at the same time other branches were opened. Lectures, science and art classes were gradually added.

Advising all societies to establish educational programs, the author maintains that the educational function of cooperatives, in raising the political and economic level of its membership, is of primary importance to the growth and the well-being of the society. Rochdale is simply a well known example.

Tables are included showing a list of branch libraries and their circulation, and the number of students registered in the various courses to indicate the extent of membership participation.

64. LUND, HANS. Cooperation in Denmark. In: The Folk high schools of Denmark and the development of a farming community, by Holger Begtrup, Hans Lund and Peter Manniche, (Oxford University Press and Nyt Nordisk Forlag), London and Copenhagen, 1929, pp. 46-60.  
Av. in N.Y.P.L.

In 1866, twenty-two years after the beginning at Rochdale, Dean Sours formed a "Workers' Society" in the little town of Thisted, on the west coast of Jutland. This is regarded by the Danes themselves as the beginning of the Cooperative Movement in their country although the credit societies began to be formed (after the German model) as early as 1850. Somewhat later, the town workers gave way to farmers, and the scene of the Movement shifted from the market towns to the country.

The reason for this shift is partly practical. In 1857 abolition of the monopoly of handicraft trades and businesses, and free and equal opportunities of starting industrial enterprises were secured. But a certain restriction survived until 1919 in that, within a radius of five or six miles of the market towns, no private wholesale or retail business was to be conducted. The cooperative store (which was not subject to the restriction) was the only business which could be undertaken within these protected zones.



Political conditions of the last half of the nineteenth century also contributed to the growth of cooperatives in the country, as the rural population was liberal and seized on them as a weapon against the reactionary merchants. The small farmers and dairymen were also conscious of the fact that Cooperation enables them to obtain the advantages of large-scale operators, as for instance, the division of labor.

In Denmark, the feeling of solidarity is due to the democratic distribution of property and the absence of wide class distinctions, and this social equality has meant much in the growth of the Cooperative Movement. But the greatest factor in the triumph of cooperative ideas among the peasants has been the influence of the Folk High Schools of the nation.

H. Hertel, called the historian of Danish Cooperation, says: "These schools awakened in young men and women a yearning for knowledge and a desire to work; the character of the pupils was strengthened, and they left the schools with a much enlarged outlook on life. To satisfy its yearning for knowledge a current of youth flowed from the high schools to the agriculture schools, and when it afterwards passed out into life it did so with a strong feeling of fellowship, and a desire to work for common progress. Youth thus gained some of the qualifications necessary to the success of a cooperative movement."

The entire community benefited as a result of the establishment of these schools. But the high school students provided the Cooperative Movement with the plastic material for leadership. "From them," the author maintains, "have come most of the men possessing the will and the capacity to assume the direction of the movement, and to lead it in a manner which the country folk could understand and approve."

In 1896 the first successful cooperative wholesale society was formed. In 1882 Cooperation entered the dairying industry, and spread throughout the country. Danish soil was worn out by cultivation, and dairying offered a solution. The fact that it was developed cooperatively meant that all the advantages of large-scale farming were at the disposal of the small holders, and some 20 years after its inception, cooperative dairy products were the finest in the country, taking the majority of the prizes at the national exhibitions. In 1923, 89.5 per cent of the farmers were members of dairy cooperatives, and 86.2 per cent of the managers of dairies had attended a high school; 24 per cent, an agricultural school; and 62 per cent were graduates of a dairy school. Ninety per cent of all managers were products of a Folk High School. Among chairmen of cooperative dairy associations, 54 per cent had attended a high, 23 per cent an agricultural school, and 2 per cent a dairy school.

Denmark, concludes Mr. Lund, imported the principles of the Rochdale Pioneers from England, "but in the application of these ideas... we cannot but see her own contribution to the history of cooperation."

65. MASTERMAN, Rev. Canon, M.A. The Teaching of industrial history. Manchester, Eng.: Cooperative Union, Ltd., 1913. 11 pp.  
Av. in N.Y.P.L.

Although this article, published by the Cooperative Union, Limited, is not directly concerned with the Cooperative Movement as of 1913, the author is of the opinion that future trends of industrial history will be influenced by Cooperation, and therefore he offers suggestions and outlines the procedures to be followed in teaching industrial history so that the best results will be obtained.

Industrial history occupies an important place; it is the business of the industrial historian to tell us how the community has organized itself for the work of supplying its material needs. There are four



permanent problems with which every nation is confronted - "It needs food, protection, government and (I think) worship, and therefore every national life has four sides - economic, military, constitutional and religious."

Industrial history should be departmentalized rather than specialized. It is the duty of the instructor to get his facts into perspective and there are three significant facts that he should know: (1) that his data are hard to get; (2) that he is dealing with the most permanent facts of natural life; and (3) that industrial conditions must be interpreted in the light of their age.

If the teacher of industrial history will keep these facts constantly in mind, he will recognize that he is not dealing with blind forces; and then the harm that is done when history is treated as a record of inevitable tendencies will be avoided. The student should be made to realize that there is no finality in industrial life and that one cannot summarize industrial history in any simple formula nor predict its future trends from past trends; and he should be taught that the continuity of history is nowhere more marked than in the department of industrial progress. "The question at every age is not, Have we reached the goal? but, Are we moving in the right direction?"

66. TWIGG, H. J. An Outline history of cooperative education. With foreword by W.R. Rae. Manchester Eng.: The Cooperative Union, Ltd., 1924. 67 pp. With bibl., tables. Av. in N.Y.P.L.

After careful researches, the author has produced an historical outline of cooperative education, from the early efforts of Fellenberg (an early nineteenth century Swiss reformer whose school of industry and agriculture at Hofwyl inspired a number of Owen's educational experiments), through the post-War period to 1924, when people had come to realize the inadequacy of a capitalist economy to provide satisfactorily for the world's needs. As early as 1821, when the Cooperative and Economical Society in London was proposed, the promoters included among its purposes the education of members' children and the holding of meetings for mutual instruction. Some of the early societies were influenced by the writings of William Thompson, whose "Practical Directions for the Establishment of Communities" (published in 1828) was designed to promote mutual service and provide education for all members of a community.

Under the influence of Dr. William King, the Brighton Cooperative Society (1828-1830) undertook various educational activities. King's periodical, "The Cooperator," devoted considerable space both to describing educational experiments based on the work of Pestalozzi and Fellenberg, and to the advocacy of distinctively cooperative study and teaching. Other societies of the pre-Owenite period disseminating cooperative knowledge and education were the Birmingham Cooperative Trading Fund Association, the British Association for Promoting Cooperative Knowledge, and the Liverpool Wholesale Purchasing Agency, which brought out for the first time the idea of establishing a cooperative college. But the most important educational activity of the early societies was the publication and circulation of various periodicals, mainly Owenite in character and inspiration.

Robert Owen's own educational experiments and teachings (1830-1844) were followed by the formation of a cooperative store and a special committee for the direction of education. The store was set

up by the Rochdale Pioneers for the purpose of arranging the four powers of Production, Distribution, Education and Government. While the connection is not very apparent, the educational work resulting from Owenite influences materially contributed to the success of the succeeding "Rochdale Store" movement. The Rochdale Pioneers' Society was the first to set up a special committee for the direction of co-operative education, commencing its activities in 1849 with the formation of a Library Committee. In 1853 it was decided to devote 2½ per cent of the trading surplus to educational purposes; other societies followed this example in due course.

During the thirty years following the formation of the Cooperative Union, Limited, in 1869, although the enthusiasm for cooperative education continued, the Cooperative Movement itself was less revolutionary in its general activities, due to different causes, and the education of this period was largely of the nature of "education for its own sake" rather than of direct "education for cooperative service." The annual cooperative congresses, from 1869, have been largely devoted to education. In 1871 the "Cooperative News" was founded, absorbing a number of minor cooperative publications. It at once became, and remained, an important educational agency within the Movement.

The Survey Committee's report to the Lancaster Congress of 1916 describes the expansion of activities from 1898 to 1914. During this period, the acute conflict between labor and capital increased; this was followed by rising prices, industrial unrest and chronic unemployment. It was at this time that cooperative education began to have a bearing upon social reconstruction and cultural aims. Its growth was stimulated by journals such as "Politics for the People" and the "Christian Socialist," the compilations of the Cooperative Reference Library, and the establishment of the International Trade Guild in 1924 and the Cooperative Union, Limited, itself. The general movement had its greatest growth during the War period (1914-1918) and the years immediately thereafter.

In summary, the author points out that the movement, from its earliest days, has always stressed education and is still contributing to educational evolution. The cooperative system of education is now rightly regarded as a vital instrument to the progress of humanity.

67. WATKINS, W.H., member, Central educational committee, Cooperative Union, Ltd. Present cooperative educational resources and some immediate needs. Manchester, Eng.: The Cooperative Union, Ltd., 1908. 24 pp. With table. (Publ. no. 144.)  
Av. in N.Y.P.L.

It is stated in this address delivered in June, 1908 at the educational conference held in connection with the 40th Annual Cooperative Union Congress, that in 1907 there were over 12,000 students of Cooperation in England.

The Rochdale Pioneers, generally regarded as the founders of the present Cooperative Movement, followed the philosophy of Robert Owen in his attempts to reconstruct society upon a basis of association and mutual understanding. In the Rochdale principles, provision is made for setting aside a percentage of income for educational purposes.

At the first Annual Congress in 1872, education was stressed as it has been at every gathering since then. This activity is received as a primary duty of every cooperator. Shortly thereafter, courses in Cooperation were started at the Universities, and in 1888, the Central Committee of the Cooperative Union, Limited, gave its first examination to forty students.

Statistics are presented to show the increase in students from 1872 until 1908. The school system and its curriculum are discussed. It is the author's opinion that the Cooperative Movement will become nation-wide in scope when cooperators think in terms of national activity instead of local functions. Appendices furnish additional information on the growth of the Movement, the subjects taught, and notable contemporary events in education.

- 68 WATSON, GOODWIN, prof. of education, Teachers college, Columbia university. Relation of public education to the cooperative movement. In: American cooperation; proceedings, (American institute of Cooperation), Washington, D.C., 1937, pp. 246-255.  
Av. in Col., N.Y.P.L., N.Y.U.-WA.

In most schools and colleges today, the Cooperative Movement is not a distinct subject of study, but a number of colleges include the subject of Cooperation as a part of the general study of social science. This is undoubtedly the correct method of pedagogy. If Cooperation is taught not as an isolated and independent phenomenon, but as something deeply rooted in the whole social scheme, the pupils will be less likely to be fanatics and more likely to be solid, dependable cooperators.

But the study of Cooperation should not be confined to the higher educational institutions. In the schools the subject should be closely connected with real life situations, commencing with such topics as consumer needs and the cooperative distribution of school supplies. By thus connecting theory with practice, the pupils will actually learn how to work together, and in later life they will be able to participate in enterprises without asking to run everything their own way.



### III. COOPERATIVE EDUCATIONAL PROGRAMS IN GENERAL

#### A. IN THE UNITED STATES

69. AMERICAN INSTITUTE OF COOPERATION, WASHINGTON, D.C. Digest of round table conference on training personnel for the cooperative field. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D.C., 1936, pp. 735-742.  
Av. in Col., N.Y.P.L., N.Y.U.-WA.

The delegates at the Washington conference discussed the qualities to be sought in recruiting men for work in the Cooperative Movement and the training that would be necessary for the personnel. It was the consensus of opinion that training for cooperatives should be uniform in principle and technique, and that the problem of training is the same as in ordinary business enterprises, such as stores, banks, and factories. It was noted that colleges devoted too much time to theory and not enough to practice; therefore, large business organizations are rapidly giving up the classroom method of instruction and reverting to instruction by foremen and managers.

The conference agreed that it is necessary in training any group of employees to find what objective they are being trained for; to define the responsibilities, duties and qualifications needed for success on the job; and to place each individual position in its proper relationship to the organization as a whole.

With regard to training in the field of cooperative credit, it was concluded that a person engaged in this work must have three objectives: (1) to make a good, sound, reasonable loan (2) to promote cooperative good will; and (3) to educate and give service among the borrowers and customers who are interested in the organization. The training should include instruction in agricultural economics, farm management, accounting, and business correspondence.

70. BEARD, W. P., State supervisor of agricultural education, S.D. Teaching cooperation in South Dakota. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D.C. 1931, v.1, pp. 109-120.  
Av. in Col., N.Y.P.L., N.Y.U.-WA.

It is the author's opinion that the ultimate success of the Cooperative Movement depends on education. The system of agricultural instruction made possible through the passing of the Smith-Hughes Act has established a working relationship between the public school and the corporations, and the fact that the Federal Government has adopted cooperative marketing as a method of solving the farmers' problems is in itself sufficient for an active program. The main problem is how to contact the State Superintendent of Public Instruction, the State Supervisor of Agricultural Education and members of the Farm Organization Curriculum Committee of South Dakota.

The accomplishments of the Young Citizens' State League in teaching Cooperation through projects to non-vocational students have proved as valuable as the actual teaching of marketing to the vocational students. The role that the teacher of agriculture plays as advisor and contact man between cooperative workers is presented, and the need for proper training is emphasized.

A second group of students will have to be trained in cooperative production and marketing through active participation in a cooperative enterprise of their own, rather than in some outside cooperative. Adult education is also advised; and the sponsoring of evening schools (in order to provide continuous contact with cooperative leaders and workers) is strongly advocated.

The supervisor suggests that a periodical digest of cooperative data and actual legal decisions should be maintained. Only by such an innovation can information be kept reasonably current.

71. BOWEN, E.R., general secretary, Cooperative league of U.S. Consumers' cooperative educational methods. (Annals of the American Academy of political and social science, Philadelphia, May, 1937, v. 101, pp. 76-83.)  
Av. in Col., N.Y.P.L., N.Y.U.-WA.

One of the most important statements occurring in the Report of the Inquiry on Cooperative Enterprise in Europe, made at the instigation of President Franklin D. Roosevelt, was that "to live, a cooperative must have a loyal membership with a broad understanding of its purpose and methods, while to grow it must 'sell' the cooperative idea to prospective members." In other words, cooperatives must give close attention both to the education of their own members and that of non-members.

From this statement, it follows that cooperative education must include not only the activities normally associated with the word education, such as classroom instruction and study of literature, but also a large measure of publicity, or propaganda. Cooperative publicity may be divided into four types: platform publicity, which is accomplished through addresses by cooperative leaders; press publicity, through reports on addresses, interviews, and meetings, together with the cooperative news items appearing in the trade journals; pictorial publicity, through cooperative films, posters, and sight-seeing tours; and publicity through printed matter other than that of the journalistic press, already mentioned. With regard to this printed matter, special efforts should be made to print translations of pamphlets by European authors that are generally unavailable to American readers, and to publish the discussion outlines prepared by various educational groups for the use of study circles.

The method and content of cooperative education will vary according to the various groups that it seeks to benefit. There are four such groups: the general public, the cooperative membership, the youth, and the cooperative employees. The principal agencies which may be employed for the cooperative education of the general public are the schools and colleges, adult education courses, education programs for workers, study clubs, and forums. Members of cooperatives are educated in cooperative principles and practice through discussion groups, study circles and bibliographies of cooperative literature. Cooperative education of the youth is afforded through special youth organizations, in which actual experience in cooperative methods is afforded and special attention is devoted to cooperative recreational activities, such as group singing and group dancing. Education for

the employees in consumer cooperative enterprises may be promoted, inter alia; through annual or semiannual meetings for the purpose of presenting current information relating to merchandise, staff organization, and salesmanship.

It has always been one of the most important principles of the Cooperative Movement that cooperative societies should set aside a portion of their earnings for educational and cultural purposes. Although this principle has often been disregarded, it is gratifying to note that in the United States the present tendency of both whole-sale and retail cooperative associations is to appropriate more and more funds for the social and educational improvement of their members.

72. BOWLES, GEORGE H., secretary treasurer, Farmers educational and cooperative union. Fourteen years of action. (National farmers magazine, (Farmers National Publishing Co.), Washington, D. C., Dec., 1924, v. 4, no. 16, p. 5.)  
Av. in N.V.P.L.

The Virginia Division of the Farmers' Educational and Cooperative Union of America was organized at Lynchburg, Virginia, in February, 1910. Its announced activities, centered in the interest of Virginia's agriculture, are to promote remedial legislation; establish cooperative buying and selling agencies; and arrange educational programs.

The great success of the Virginia Union during the first fourteen years of its existence has been largely due to the fact that it is a real self-help organization, owned and controlled by its members - "an organization of farmers, by farmers, and for farmers."

73. BURANDT, F.F. Educational committee and educational department, Franklin cooperative creamery association. In: Third Year book of the Northern States cooperative league, 1927, Minneapolis, Minn., 1927, pp. 97-103.  
Av. in R.S.

In January, 1927, the Educational Committee of the Franklin Cooperative Creamery Association of Minnesota was organized with an appropriation of \$1500 to promote its work. From the beginning of its existence it has emphasized the value of educating its members as much as possible in the principles of Cooperation. The by-laws of the association provide for the creation of an educational committee of eleven members to be elected at each annual meeting. Its present program includes: obtaining new subscriptions for its magazine "Cooperation"; giving entertainments of a dramatic and musical nature; preparing for the celebration of International Cooperators' day; and acting as host to the Northern States Cooperative League Convention to be held in Minneapolis, July 17-18, 1928. It also plans to launch a new procedure in American Cooperation by paying a personal visit to every member of the Franklin Society.

The chief efforts of the Committee are directed to keeping in touch with stockholders and consumers as well as publicizing the Cooperative Movement. Mention is made of a pamphlet entitled, "How Does a Consumers' Cooperative Differ from an Ordinary Business?" which presents the information in question and answer form, and has been used with satisfactory results. Political and religious matters are never meddled with because interference in such matters would bring fatal discord into the ranks of the association.



Mr. Burandt believes that the members must grasp the vision of the Cooperative Movement's larger possibilities and not be content with the financial end of the society alone, and that only a poor cooperative society will run a business enterprise for the primary purpose of saving its members money. The Cooperative Movement will go forward just as fast as it trains cooperators and no faster.

74. CONSUMERS COOPERATION. Cooperative education in Sweden. (Co-operative League of U.S., New York, May, 1938, v. 24, no. 5, pp. 70-73.)  
Av. in N.Y.U.-WA.

This article summarizes the achievements of Cooperation in Sweden and explains the procedure which was used to accomplish them.

The Central Cooperative Organization, in addition to providing appropriate literature for cooperative students, has general supervision over the three institutions mainly responsible for the cooperative educational program in Sweden. These three institutions are: the correspondence school, which gives instruction solely through the medium of the printed word; the study clubs, which utilize not only the written, but also the spoken word, principally in the form of discussions; and the cooperative college, which endeavors especially to supplement theoretical training with practical experience.

The correspondence school was established in 1918 as the first attempt at cooperative education. It has two functions, the supplying of courses in economics that will include cooperative principles, and the technical vocational training of employees and store managers. Since its inception, it has enrolled over 150,000 students, and its membership list is steadily increasing.

The study clubs, organized by Dr. O. Olsson of the Order of Good Templars, were so effective in developing the possibilities of the masses of people that cooperative workers as well as other educational organizations utilized them for adult education. The study circles are encouraged by the Kooperativa Förbundet, which maintains a staff, supplies literature and study outlines, and reviews and comments on answers to questions worked out by the study circles. The Kooperativa Förbundet is supported by the Government, which requires lecturers to be competent authorities and teach principles rather than propaganda. Cooperatives have added two methods to the original plan, the supplying of a discussion group guide to stimulate thinking, and the provision for group replies to major questions which are received and reviewed by the central staff.

The college emphasizes those things that the correspondence courses omit. Three courses make up the bulk of Var Gard's curriculum: a work course for store salesmen; a one-month course for branch managers; a course of one month for the managers of societies and others in responsible positions. Visits are made to manufacturing plants and discussions are held on the observation. Emphasis is placed on practical problems and their solution. There are five persons on the regular staff. The principal is the former head of a folk school. His four assistants are technically trained.

75. COOK, O.F., and C.B. DOYLE. One-variety community plan shows numerous practical advantages. In: U.S. Department of Agriculture: yearbook, 1933, (Government Printing Office), Washington, D.C. 1934, pp. 132-138.  
Av. in Col., N.Y.P.L.

Basing their article on the fact that about 25 years ago, the average quality of cotton produced in the United States had deter-

lorated, the authors proceed to list the principal causes of deterioration, the early efforts at improvement, recent developments in production, and the advantages of the so-called one-variety communities. It is pointed out that as a result of renewed and more intensified efforts within the last ten years by federal, state and private organizations throughout the South, there has been a gradual erection in the cotton industry of a permanent structure of cooperation in production and marketing that promises to be mutually beneficial to growers, manufacturers, the consuming public, and the nation. The more important agencies of improvement appear to be the following: the organization in the Cotton States of cooperative growers' and marketing associations; the establishment of cooperative one-variety communities in the irrigated valleys of the Southwest; cotton production contests; reports by the Bureau of Agricultural Economics on grade and staple of American cotton; and finally, a cooperative project to encourage and assist in the development of cooperative cotton production in one-variety communities throughout the Southern States.

The organization of cooperative marketing associations was the growers' first collective move of protest against the unsuitable system under which they were forced to market their crop, as well as the first constructive effort to place themselves in a position to obtain better prices for better cotton, and to eliminate the prevailing system of buying. Through the interest and cooperation of the state colleges and extension services, state experiment stations, vocational teachers, and local agricultural leaders, an active campaign of education and assistance in organizing one-variety communities has been going forward, and substantial progress is claimed.

The authors discuss the spinning quality of the cotton grown in one-variety communities and show how these communities promote standardization. Their conclusion is that standardization in cotton production facilitates cooperative effort in all agricultural and industrial lines, and emphasizes the development of social and educational interests in the community. These benefits are not confined to the community; they spread throughout the state and the entire nation.

76. COOPERATIVE LEAGUE OF AMERICA, NEW YORK. The education of labor.  
In: Report of the proceedings of the second American Cooperative convention, at Cincinnati, Ohio, Nov., 1920, New York, 1920, pp. 73-84.  
Av. in N.Y.P.L., R.S.

At the Cincinnati convention, thirteen delegates participated in a symposium on the value of cooperative education to the laboring classes, and on the affiliation of organized labor with the Cooperative Movement. It was brought out that an individual who is a member of organized labor will more readily adapt himself to cooperative education, for he has already seen the value of organization. The Cooperative Movement was called the school of the labor movement, and a twin brother of organized labor. The following are some of the highlights of the discussion:

Peter Jensen - "I consider the Cooperative Movement a twin brother of Organized Labor. Without Cooperation, labor will never get its full share of what it is entitled to in the conduct of business."

Joseph Gilman - "The question of affiliation of organized labor to the Cooperative Movement is of more importance than the average organized labor man sees. We don't seem to appreciate the value of



our economic power. Through the Cooperative Movement we must come to the point where organized labor can say: 'We are once and for all bona fide cooperators. Labor is hungry for cooperation and organization.'

F.J. Neßgen - "The Cooperative Movement is the school of the labor movement. When the working class once owns the machines and tools of production and distribution, and democratically manages them through their cooperative movement, then there will be no more strikes and interruptions in production."

G.F. Picket - "In the Cooperative Movement, we should look forward to changing the standard of the dollar. Service must be made the basis of the unit of money. We must educate our children in the Cooperative Movement, which is a most vital thing today in our educational system."

C.H. Shryock - "Our public schools are supposed to train our children to make them socially efficient, yet they neglect economics. We cooperators realize that one of the important principles of economics is Cooperation. If we want to stress this before the people, the best way to do it is to get it into our public schools, and let the children of today understand what Cooperation really means. It is easier to educate children than adults. But let us educate the teachers first."

A.F. Brockland - "If we are to spread education in regard to the Cooperative Movement, we should agree upon a standard system of Cooperation. The convention should indorse the Rochdale plan, pure and simple."

Emerson P. Harris - "The American-Rochdale plan is a 'near-beer' proposition - one half of one per cent cooperation. If we leave democracy and dividends out of it, there is no Cooperation in the Rochdale sense. A dividend cannot be paid until expenses are met. Expenses cannot be determined until after the work has been done. Any advanced rebate is not Cooperation. The only education for cooperators is that which says that in the long run, there is no sane way in which to distribute products except through an agency which is owned and operated by the consumers. Nothing but the owning of the agencies of production and distribution by consumers will ultimately solve our economic problem."

Isabelle Wilson of the Women's Guild at Perth Amboy, New Jersey, gave a vivid description of the educational work done by the Guild. Teaching and entertaining the children makes their mothers better cooperators.

Professor N.G. Lauman - "American cooperators should be educated in cooperative history. Much could already have been saved in this country, by an understanding of cooperative history in England and on the Continent. We should obtain the history and records of successful and unsuccessful cooperatives in this country which should be studied by our students. They should also analyze the differences in the various kinds of credit."

The English Christian Socialists aided in the development of Consumers' Cooperation, and contributed an indefinite philosophy to that movement. The Rochdale pioneers and their successors were greatly aided by them. In America, the Consumers' Cooperative Movement has made comparatively little progress up to 1920; but in one particular line, more progress has been made than in any other country, namely, the savings and loan associations.

Practically everywhere, courses on Cooperation can be had in the State Universities. The pressure comes primarily from the farmers, who are demanding cooperative education. These courses are on the history and philosophy of Cooperation, and on the different types of Cooperation. The best instruction is given in the agricultural col-



leges and agricultural departments of these State institutions.

V. Severi Allane, - Director of the educational work of the Cooperative Central Exchange at Superior, Wisconsin (where bookkeeping, the history, principles and practical side of Cooperation, and business correspondence are taught) - "The object of these courses is to train young people to serve the Cooperative Movement in the capacity of managers, bookkeepers, clerks, etc. The educational department of the Exchange attempts to place them in these positions after they have finished the required course."

77. COOPERATIVE LEAGUE OF AMERICA, NEW YORK. Principles and aims of the Cooperative League of America. New York, 1919. 4 pp.

First published in 1917.  
Av. in N.Y.P.L., R.S., R. Sch.

The primary aim of the Cooperative League of America is the promotion of cooperative knowledge. It studies the American Cooperative Movement to discover its strength and its deficiencies; collects data of every character; and serves as a central clearing house for such information, making possible the inter-exchange of ideas and experiences between societies. Beyond that, it serves as a central organization to which cooperative societies and groups contemplating organization may appeal for information. Until this League was created, there was no organization in this country for supplying such information, and the isolated groups proceeded without a knowledge of the fundamentals of Cooperation.

The League distributes literature dealing with the history, principles, philosophy, technique and aims of Cooperation; it publishes pamphlets, periodical magazines and even conducts a news service which sends out regular bulletins to both the labor and general press; it prepares articles on Cooperation for publication in current periodicals; it brings out popular editions of works on Cooperation; it supplies both foreign and domestic publications; it sends out lecturers and speakers; it encourages the formation of local, state and district branches of the League and the formation of cooperative societies; it organizes national, sectional and local conventions; it conducts a cooperative employment bureau and discovers and places managers, organizers and buyers; it prepares constitutions and by-laws for societies and drafts and promotes laws in the interest of Cooperation; it sends representatives to conventions, congresses and meetings which deal with social problems, to discuss Cooperation; it keeps in touch with the Movement in foreign countries and the International Cooperative Alliance by cable, by correspondence, by supplying articles and data for foreign publications; and it has been designated "the soul of the American Movement."

Individual members pay one dollar annually; societies pay a yearly contribution which is based on their membership. They operate under the basic Rochdale Principles and advocate further that goods be sold at the prevalent current market prices, that all transactions be for cash, that societies federate with neighboring societies or be established as branches of the same, and that every society shall have a committee on education which shall promote the understanding of Cooperation.

The Cooperative League of America encourages the formation of consumers' groups, which tend to substitute democratic organizations of production and distribution for the present profit-making competitive system. Furthermore, it feels that League propaganda should be carried on and financially supported by more cooperative societies themselves through national cooperative unions working towards a federation of all cooperative associations throughout the nation.

78. COOPERATIVE LEAGUE OF THE UNITED STATES, NEW YORK. Education.  
In: Report of the proceedings of the Fourth congress of the Cooperative league at New York, 1924, New York, 1924, pp. 151-158.

The subject of cooperative education is discussed at the Fourth Congress of the League by several speakers from different states who report upon the experience of their cooperative societies. They offer suggestions for future educational work.

Mr. Friedrich Burandt of Minnesota opens the discussion with the remark that everyone is convinced that education must underlie all serious cooperative work. While the membership and the business of the association he represents have grown prodigiously, the work of the educational department is lagging. Since the association is unable to afford the services of an educational director, an educational committee carries on the work by publishing articles in cooperative papers, and by arranging meetings and lectures.

Educational work among Czechoslovak cooperators in Cleveland is reported by Joseph Martinek. Lectures arouse little interest, he says, and the efforts are concentrated on the publication of papers and the distribution of leaflets. The competition of chain stores may force the merging of several societies, and he suggests that the question of establishing a wholesale society should be taken up by the Cooperative League of the United States. In Dillonville, a small town in Ohio, almost everyone is a cooperator, reports Mr. Joseph Blaha. The largest local business is a cooperative, and a plan for educational work is worked out every winter.

Mr. Cedric Long of New York raised the question whether societies composed of American people could successfully meet the competition of chain stores. In answer, Mr. Roy Donaldson of Ohio points out that the society in Crestline consists almost entirely of Americans and would be glad to learn anything foreign societies may be able to teach. Competition can be met, he says, by warning the people of the methods used by chain stores that sell inferior articles at low prices and compensate by charging high prices for other articles.

A speaker for Cooperation among Finns, Mr. Rudolph Halju of New York, claims that education in the Finnish Movement is somewhat peculiar, in that it is based on class struggles. Class consciousness as a means to success is recommended to American cooperators. Mr. Vaino Finberg of New York relates how Finnish people brought Cooperation from their homeland and how a Brooklyn society promotes educational work which it considers essential.

Mr. Edward Cohen believes that the store manager can be one of the greatest educational factors in the Movement. Cooperation does not mean underselling; it means service.

Mrs. Agnes Dyer Werbasse of New York suggests a new scheme of window display which should overcome the limitations of the written or spoken word by conveying messages through motion. It consists of marionettes telling the story of Cooperation. Elaborating on this scheme, Miss Mary C. Nerney of New York says that printed educational material frequently requires time for study, whereas modern advertising methods attempt to impress the human mind by an instant appeal.

Relating his own experiences, Mr. L.A. Woodcock of New York points out differences between advertising by private business and through education in cooperative associations. In the end they are, in his opinion, equivalent.

79. COOPERATIVE LEAGUE OF THE UNITED STATES, NEW YORK. Have you a committee on recreation and education in your cooperative society?  
New York, n.d. 1 p.  
Av, in N.Y.P.L.



The Cooperative League of the United States offers suggestions to the education committees of cooperative societies in arranging their programs so that they may promote the aims of cooperation more efficiently.

Lectures on cooperative history can be organized, together with classes in cooperative methods and management, and conferences with labor organizations to develop comradeship and unity. A committee should also arrange dances and concerts in the Winter, and picnics and children's outings in the Summer, and plan trips to neighboring cooperative enterprises.

80. COOPERATIVE MARKETING JOURNAL. Educational Work, too, please! (National Cooperative Council, Washington, D.C., and Richmond, Va., May, 1933, v.7, no.3, pp. 73-74.)  
Av. in Col.

Under a provision of the Agricultural Marketing Act, the Farm Credit Administration "is authorized and directed to promote education in the principles and practices of cooperative marketing of agricultural commodities and food products thereof." Moreover, the Farm Credit Administration, under Presidential order, succeeds to all the duties assigned to the Division of Cooperative Marketing under the 1926 Act. The order specifies that the Division, now part of the Farm Credit Administration, shall render the following seven services to associations of producers: to acquire, analyze and disseminate economic, statistical and historical information regarding the progress, organization and business methods of cooperative associations in the United States and in foreign countries; to conduct studies of the economic, legal, financial, social and other phases of Cooperation, such as the analyses of the organization, operation, financial and merchandizing problems of cooperative associations, and publish the results thereof; to make a survey and an analysis of the accounts and business practices of representative cooperative associations upon their request; to report the results to the association surveyed, and (with their consent) publish the same together with other similar facts for the guidance of cooperatives, and to assist cooperative associations in developing methods of business and market analyses; to confer with committees and advise those desirous of forming a cooperative association, and to make an economic survey and analysis of the facts pertaining to the production and marketing of the agricultural products which the association, if formed, would market; to acquire from all available sources information concerning crop prospects, supply, demand, current receipts, exports, imports and prices of the agricultural products handled or marketed by cooperative associations and to employ qualified commodity marketing specialists to summarize and analyze this information and disseminate the same among cooperative associations; to promote the knowledge of cooperative principles and practices, and to cooperate in promoting such knowledge with educational and marketing agencies and cooperative associations; and, finally, to make such special studies in the United States and foreign countries, and to acquire and disseminate such information and findings as may be useful in the development and practice of Cooperation.

Cooperatives are convinced of the importance of the Government's participation in the educational work of these types of services. In January, 1933, a committee of twenty directors of the National Cooperative Council conferred with the Federal Farm Board at a special meeting to advise them that the Board could "allay a considerable amount of criticism by renewing and increasing research, information and service work of the type rendered by its Division of Cooperative



Marketing prior to two and a half years ago."

81. COOPERATIVE PYRAMID BUILDER. Cooperative cultural work in the U.S.S.R. in 1926-1927. (The Cooperative Central Exchange, Superior, Wis., Nov., 1927, v. 2, no. 11, pp. 329-332.)  
Av. in N.Y.P.L.

In 1926-1927, cooperative cultural work in the U.S.S.R. was divided into four distinct sections: the retraining of old and training new cooperative cadres; cooperative film production; cooperative agitation and propaganda; and finally, the cooperative press.

Several educational agencies are utilized by the consumers' cooperatives in training functionaries. Among these are the Cooperative University, with 337 students representing 33 nationalities, and composed mostly of workers and peasants; the Moscow Cooperative Technicum, which specializes in training cooperative instructors and businessmen; the Central Asiatic Cooperative School; and the Consumers' Cooperative Schools. Correspondence courses of the Centrosoyus are aimed at liquidating the cooperative illiteracy among the people and providing education to about 1,000 circles with 6,000 students enrolled.

The purpose of cooperative education and propaganda is to raise the qualifications of cooperative functionaries, and to acquaint the workers and peasants with the role of the consumers' cooperatives in the construction of socialism and with practical day-to-day questions such as cooperative organization, share capital and price reduction. For this reason, cooperative circles for self-education and cooperative corners in reading rooms and clubs have been organized. Many of the cooperative unions have their own movies, and last year 3,600 informative books were sold by cooperatives.

The U.S.S.R. publishes a total of 103 cooperative journals and newspapers, and the Centrosoyus issues its own publications. Among the latter are the weekly "The Consumers' Society" (with a circulation of 16,000) and a monthly journal entitled "The Cooperative Union"

82. COOPERATIVE PYRAMID BUILDER. Cooperative education to the forefront. (Cooperative Central Exchange, Superior, Wis., Nov. 1926, v. 1, no. 5, pp. 130-133.)  
Av. in N.Y.P.L.

This article states that in 1910 or 1911 a small group of Finnish housewives in the city of Waukegan, Ill., banded together and formed a buying club to purchase household necessities. In the intervening period, that small group of cooperators has grown into thousands, and today this society, known as the Cooperative Trading Company, has grown to be one of the largest and most successful cooperatives in the country.

One of the most important factors in this successful development is the fact that the directors of this society have always recognized the value of combining educational activities with the purely business end of the enterprise. Lectures have always been given and financial backing has invariably been provided for cooperative and working class educational efforts. A monthly publication, the "Waukegan Cooperative Call," is distributed free of charge to all customers and members.

Popular free lectures are given twice a month, dealing with subjects of interest to workers. The lectures include such topics as: Is the British Empire Crumbling? The Russian Cooperatives Nine Years After the Revolution; Women's Place in History.

A series of leaflets, in English, Swedish, Finnish, Lithuanian

and Slovenian, addressed to "Mr. John Workingman," are prepared for distribution each Sunday morning. They cover such subjects as: "What Good is the Cooperative Movement to You?" -- "The Cooperative Movement is the Housewife's Friend"; "The Cooperative Movement and Organized Labor"; "What the Cooperative Movement Has Already Done for the People of Waukegan."

The apex of this movement was reached in the Fall of 1926, when the Society established the Education and Research Department. The educational unit will attempt to accomplish the following aims: (1) to educate the employees of the cooperative as to the aims and purposes of Cooperation; (2) to instill in the members and customers an interest in the welfare of their organization and in the whole Movement; (3) to establish a coordinated educational program between various cooperatives; (4) to launch a campaign among workers and their families so that they may better understand the purposes of the Movement; (5) to organize winter study classes for cooperators and workers; and (6) to undertake such research work as is possible for the preparation of study class outlines, speeches, reports, etc.

With such an aggressive and ambitious educational program in operation, its sponsors felt certain that the latent forces of the Movement would be brought into action and that the feeling of pessimism and apathy sometimes noticeable among some cooperators should give way to a more hopeful, ambitious and promising attitude.

83. CREDIT UNION SECTION, U.S. FARM CREDIT ADMINISTRATION. Suggestions for educational committees of federal credit unions. With foreword by W.E. Allen. Washington, D.C., June, 1939. 16 pp. With bibl., graphs, illus. (F.C.A. Circular no. 23.) Also 2 unnumbered pp. Av. in Coop. L.

Contents: I. What is Membership Education? - p.1; II. Why an Informed Membership is Essential - 1; III. What Are Credit Union Objectives? - 2; IV. How Can These Objectives be Achieved? - 2; V. Some Methods Which have Proved Effective - 2; Sec. 1. Personal Contact - 3, 2. The Printed Word - 4, 3. Membership Participation - 9. Bibliography - 14.

This booklet states at the outset that membership education in credit unions involves Cooperation. It is cooperative education because it uses the abilities of each of the members to solve the problems of a credit union, for if the organization's purposes, aims, and methods of operation are understood, the membership will be willing to share the responsibility as well as the benefits. This will result in widespread membership participation and in democratic control of credit union finances.

The author gives two objectives to be achieved by the credit union: to improve the economic condition of people who work for a living; and to help members to understand and use their credit union to improve their economic condition. To do this, educational committees should be formed. A committee must have good leaders, and it must enable as many members as possible to participate in its educational activities. There are three methods suggested for interesting members and potential members: personal contact; the printed word; member participation.

Under personal contact, the author includes personal conversation (which is perhaps the most frequently used way of telling another person about your credit union), speeches (which are very effective when group meetings are held), and public address systems. The latter



have been used in the larger organizations to give short one-minute announcements in radio style.

Dissemination of information to members and non-members by means of printed works and articles is a very important phase of cooperative education by the credit unions. In general, they make use of two types of circulars. The one type, the longer, summarizes the credit union plan; the other, usually much more brief, emphasizes only one phase of credit union work. The latter may be used as pay-envelope inserts. Posters (printed or mimeographed), charts, graphs, regular bulletins, and house organs are also used effectively. Very important to the credit union is the proper use of outside publicity: The society must keep its services before the public by the occasional use of newspapers, radio, and other advertising media. Such advertising should not be confined to explanations of the society's methods and ideals, but should include news bulletins and other notices.

Most important of the educational methods is that which demands participation by the membership. Membership meetings where broad policies are determined, and the general desires of the members are made known to the directors are extremely important. Quarterly or semi-annual meetings for educational purposes have been found by some credit unions to be a valuable supplement to the regular annual meetings, which may of necessity be too formal for free discussion. The discussion circle is a very successful method of obtaining complete participation, and is a good method of finding out what the members want. In some credit unions various methods have been devised that enable the members to share the responsibility of management and of the educational committee.

The booklet also advocates encouraging the members to send in their ideas for the improvement of the society to which they belong. This gives the membership an additional reason for being interested in the welfare of the society, and makes the task of the educational committee easier. A further project which might be taken up by the educational committees is an effort to increase the attendance of local chapter meetings.

84. CREWS, CECIL R. Fourteen years of cooperative educational activity. In: Third year book, the Cooperative League of the U.S. & America; a survey of consumers' cooperation in the United States, 1936, (Northern States Cooperative League), Minneapolis, Minn., 1936, pp. 31-45.  
Av. in N.Y.P.L., N.Y.U.-WA.

The Northern States Cooperative League, an educational federation of consumers' cooperatives in the States of Michigan, Wisconsin and Minnesota, and later extended to North Dakota, South Dakota and Montana, was organized in March, 1922.

The history of the first ten years of the activities of the League is given in summary form. In 1932, ten years after its foundation, although a few member societies had succumbed to the depression, nevertheless the great majority of the constituted organizations survived. In fact, the activities of the League itself increased. For example, the auditing department expanded its work, and a life insurance association (the Cooperators' Life Association) was organized in 1932.

The establishment of this insurance association was one of the two major problems when the members assembled for their annual convention in Minneapolis in 1932. The other problem, the desire to decrease the dues of the constituent societies, was settled through a plan whereby the organizations paid dues to the League on the basis of 1/20th of one per cent of their total net sales, with the provis-



that the rate should not be below 10 cents or above 20 cents per member in any one society.

Among resolutions passed during the annual convention held in Cloquet, Minnesota, in 1933, the following is noteworthy: "The Consumers' Cooperative Movement seeks to bring about a profound reformation of the economic life with the substitution of the profit system by an economic order based upon the equitable principles of cooperation, and to achieve that end, it relies primarily upon the voluntary economic organization of the workers and farmers."

In an address given by Governor Floyd P. Olson during the annual convention held in St. Paul in 1934, the Governor said: "The solution of the present, past, and possibly the future difficulties of the system in which we live, lies in the Cooperative Movement."

During the fourteenth annual convention held in Superior, Wisconsin in 1935, great interest was centered around the recently passed legislation whereby the teaching of consumer Cooperation had become compulsory within the state.

From 1923 to 1931, inclusive, the Northern States League sponsored six training schools, each being under its direct supervision. In 1932, however, the League changed its policy of direct interest in these schools to one of cooperation with the affiliated wholesalers in organizing and conducting training schools. In addition to this policy of aiding the affiliated wholesalers in their educational work, the League inaugurated the custom of holding one-week summer schools or "Institutes" under the League's direct supervision. By 1935 two training schools had been conducted, one in Jamestown, North Dakota, and the other in St. Paul.

Prior to 1936 the publishing activities of the League were confined to pamphlets; but so keen is the interest of the public in cooperative literature, that it may become necessary to publish books on phases of Cooperation.

The Cooperative Movement has reached higher levels of business and cultural success in Michigan, Wisconsin and Minnesota, than in any other states of the Union. The League, the author believes, can claim its share in promoting that progress.

85. EDWARDS, GLADYS TALBOTT. The Educational program of the Farmers' union. (Consumers cooperation, (Cooperative League of U.S.), New York, Jan., 1938, v. 24, no.1, pp. 7-9.)  
Av. in N.Y.U.-WA.

The Farmers' Union Central Exchange, the Farmers' Union Terminal Association, the Farmers' Union Livestock Commission and the state divisions of the Farmers' Educational and Cooperative Union of America have formed a central educational office known as the Farmers' Union Cooperative Education Service.

The educational program of this unit embraces groups ranging from eight years of age to eighty years. Its instructional material is made up of text-books and lesson outlines for regular classes, essay and study circles, winter institutes, summer camps, and country leadership schools; a circulating library; and a monthly program service available to local associations.

86. GROSS, GEORGE F., secretary. Farmers educational and cooperative equity union of America, Wis. division. In: Third year book, the Cooperative League of the U.S. of America; a survey of consumers' cooperation in the United States, 1936, (Northern States Cooperative League), Minneapolis, Minn., 1936, pp. 50-52.  
Av. in N.Y.P.L., N.Y.U.-WA.

The Farmers' Educational and Cooperative Equity Union of America, an outgrowth of the American Society of Equity and the Farmers' Educational and Cooperative Union of America, is a part of the National Farmers' Educational and Cooperative Union of America. It is a non-stock, non-profit organization chartered by the State of Wisconsin. In 1936 there were 350 local chapters in 32 Wisconsin counties.

A Junior Department was organized in 1934 with the objective of acquainting youths between 10 and 15 years of age with the history, operations and aims of the Cooperative Movement. Classes were also organized for the study of public speaking, parliamentary law and procedure, essay writing, liberal economics, and the Cooperative Movement. The circulation services of the state library were thrown open to a number of camps, where rallies were also held.

The Farmers' Equity publishes a monthly organ giving information on matters of interest to farmers, news on consumers' cooperation and endorsements of selected businesses. Its legislative committee closely watches all prospective legislation affecting agriculture and taxation, and its officers devote all their efforts and power to further the growth of producers' and consumers' cooperatives.

87. HAHN, GEORGE FRANKLIN. Education and cooperation in the new deal for agriculture. (North Carolina Cotton Grower, (North Carolina Cotton Growers Cooperative Assn.), Raleigh, N.C., July-Aug., 1934, v. 12, nos. 7-8, p. 6)  
Av. in N.Y.P.L.

The Agricultural Adjustment Act was passed in 1933 to relieve the existing "National Economic Emergency" by increasing agricultural purchasing power. The Act declares that it is the policy of Congress to raise the purchasing power of the American farmers to the level it occupied in the base-period of 1909-1914, when agriculture and industrial production were well balanced and the national income was equitably distributed. Cooperation is the keynote of the success of this program. The first essential for this is education. Education is the basis of any endeavor which is successful and constructive. Here, it can be achieved through farm organizations (local, county, state, and Federal), farm agents, vocational agriculture teachers in the schools and night classes, literature from the state and Federal departments of agriculture, newspapers and periodicals, radio, and other agencies.

A brief description of the development of the Cooperative Movement in America is given. Out of the hardships of the reconstruction period arose such organizations as the National Grange, the Farmers' Alliance, the Farmers' Union, The American Society of Equity, and the American Farm Bureau Federation. By 1934, there were 11,950 cooperatives involving every type of farm product, with a membership of 1,250,000 farmers, handling about 2,500,000,000 dollars worth of products. These organizations have realized the mutual advantage to their members of cooperative producing, marketing, buying, and borrowing, and this is the "pass-word" that is going to lead us back to agricultural prosperity in due course.

88. HAYES, A.J., manager, Central Cooperative wholesale, Superior, Wis. A comprehensive cooperative education program. (Consumers cooperation, (The Cooperative League of U.S.), New York, Nov.-Dec. 1940, v. 26, no. 11, pp. 192-193.)  
Av. in N.Y.P.L.

The educational program of the Central Cooperative Wholesale has been designed to reach the 40,000 members of the affiliated societies,



the directors in the 200 local societies, the hundreds of managers and other employees, the patrons who are not yet members, and the young people. The article describes both the community program and the district organization.

The Educational Committee is the first organization definitely assigned to initiate and coordinate educational work in the community. It is usually elected directly by the membership in the annual meeting, and commonly has from five to fifteen members. The Women's Cooperative Guild provides varied training and interesting projects for women. The Cooperative Youth League is organized for young people from 15 to 25 years of age. The Co-op Junior Groups are formed for children, and are sponsored by the local Women's Guild or the Youth League or both. Cooperative Clubs are local cultural and educational organizations. Neighborhood Discussion Groups are also included in this list.

The Educational Department of the Central Cooperative Wholesale is the dominant center of educational activities in the territory and now employs five staff members and four resident educational directors. The Cooperative Publishing Association, employing 25 persons, publishes the Wholesale's two weekly papers as well as books and periodicals. The Northern State Women's Cooperative Guild acts as the district organization of the guilds, and The Northern States Cooperative Youth League serves as the district federation of the Youth League local units, and its activities parallel those of the Women's Guild. The Wholesale's Educational Department and the Guild and Youth League district organizations jointly sponsor the annual four-week summer schools for selected young people, and collaborate in "press drives," Co-op Month programs and other activities.

89. HENNINK, B.F., director, Junior farm bureau, Michigan State farm bureau, Lansing, Mich. Accomplishments of the Junior farm bureau in Michigan. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D.C., 1940, pp. 326-331. First of a series of articles under same title by different authors. Av. in N.Y.P.L.

The Junior Farm Bureau in Michigan has initiated a program for young cooperators which is to train future leaders in agriculture. This program is carried out by the young people without hindrance from their elders. Following the first year's work of the Bureau, the young people themselves made a request that some time be given to the specific training of young people in the skills of leadership. As a result, the state office secured a camp site, and the first camp period was given over to "Developing the Skills of Leadership." Following the second year's work, the young people again criticized the program and forwarded the idea that they needed training in the skills of building a program.

Thus, the first contribution that the young people made towards the improvement of agricultural cooperation was their willingness to put new experiments to a test. Their second accomplishment was the clear demonstration that the rural young people of the state were moving forward on a conservative plan based upon careful consideration, exploration and experimentation.

A third accomplishment of the Junior Farm Bureau was the definite training in leadership which resulted from the young people's experiments. It is stated that the young people had a major part in re-vamping the concept of what goes to make up a really good farmers' meeting.

Another accomplishment that can be laid to the work of the Junior Farm Bureau is its contribution to progressive education, through the



camp-training process. In the one-week period spent at the camp, young people grow more mentally, physically, socially, and spiritually than in much longer periods of time in the schools.

Each of the local country groups has its own set of officers. To maintain a close contact with other Junior Farm Bureaus within their areas, the state is divided into twelve districts, and the Junior Farm Bureaus in each district elect one person to head and lead the activity of that region. This person also automatically becomes a member of the state board of directors. Once every three months all of the presidents of all of the Junior Farm Bureaus are called together by the state president into what is known as the "State Council." This group is the governing body of the Junior Farm Bureau. Plans, policies and projects receive careful consideration and are worked out by this group.

90. LONG, CEDRIC, secretary, Cooperative league of America. Co-operative education. In: Workers education in the United States: Report of proceedings second National conference on workers education in the United States, (Workers Education Bureau of America), New York, 1922, pp. 80-84.  
Av. in R.S.

The educational program of the Movement is a very important part of the growth and development of Cooperation; therefore, in most states where cooperative laws have been enacted, a certain percent of the proceeds are used to promote education.

There are three types of cooperative education in this country. The first is the educational programs conducted by cooperative societies by means of mass meetings and class-room work. The Federation of Cooperative Societies of Greater New York is a very good example of this type. The second includes the educational organizations among farmers, such as the "Farmers' Educational and Cooperative Union"; and the third includes those courses on Cooperation that are given at some of the colleges and universities, together with the regular classes which are carried on directly by cooperative societies themselves.

91. MASTERSON, C.S., director of Cooperative marketing schools, Indiana Farm Bureau, Inc. Hoosier cooperative schools. (Cooperative Journal, (National Cooperative Council), Washington, D.C., and Richmond, Va., Jan.-Feb., 1935, v.9, no. 1, pp. 17-18.)  
Av. in Col.

In Indiana, in 1925, an adult program along cooperative lines was started by groups assembling for instruction in such communities as requested it. These educational groups met once a week in the evening, and the fundamentals of Cooperation and cooperative marketing, as well as problems of organization and administration were presented by an instructor. Instruction is as practical as the instructors can make it, and special attention is given to the specific marketing problems of the communities served. Classes are conducted from September to April.

Youth training is another phase of the educational program in Indiana. For the past two summers the Indiana Farm Bureau Cooperative Association has promoted a series of summer camp schools in which training has been directed toward future leadership and service in the Cooperative Movement. Each group of boys and girls remains at the camp one week. The program includes instruction in speaking, parliamentary procedure, philosophy and history of Cooperation, organization and administration of cooperatives, cooperative banking and finance, distribution and marketing, and qualifications for

leadership, besides a course of training in recreation. Students are selected by local cooperative associations or the local Farm Bureau, and the expense of the week's camp is borne by these organizations.

The students organize and preside at all sessions of the camp, thus receiving practice and experience as officers. All share in the responsibilities of the camp through committees of their own choosing. Social study clubs are organized at the conclusion of each camp to continue the training started during the week. These study clubs meet monthly and are conducted methodically. While recreation and entertainment features are added, there is no conflict with the group's actual objectives.

92. MILLARD, FRED. The Farmers' educational and cooperative union of America: what it is and what it is doing. (Pacific cooperator, (Cooperative Educational Publishing Company), San Francisco, Calif., May, 1913, v.14, no.5, pp. 74-75.)  
Av. in N.Y.P.L.

The Farmers' Educational and Cooperative Union is a national beneficiary association of farmers, which was organized when modern industrial development made it necessary for farmers not only to apply the principles of scientific agriculture and commerce, but to systemize their business by Cooperation. Wasteful methods of exchange have been a constant drain on the farmer, and speculation has demoralized the markets and prevented normal operation of the law of supply and demand.

The Union was organized with the following purposes for meeting the above conditions and protecting farmers' interests; "To secure equity, establish justice and apply the Golden Rule; to discourage the credit and mortgage system; to assist members in buying and selling; to educate the agricultural classes in scientific farming; to teach farmers the classification of crops, domestic economy and the process of marketing; to systemize methods of production and distribution; to bring farming up to the standard of other industrial business enterprises; to secure and maintain profitable and uniform prices for cotton, grain, live-stock and other products of the farmer."

At the last quarterly meeting of the Union, a plan for the systematic study, discussion and debate of the problems affecting cooperative farming was suggested.

93. MOORE, JAMES R., Ed. of Ohio Farm bureau news. Cooperative education and publicity. (Consumers cooperation, (Cooperative League of U.S.), New York, Dec., 1936, v. 22, no. 11, pp. 182-185.)  
Av. in N.Y.U.-WA.

Cooperatives demand a comprehensive educational and publicity program for their successful operation. Such a program is the only effective basis for efficiency in democratic control and operation.

Local, state and regional cooperatives in this country have very efficient educational departments and are doing very good work. Cooperative books and libraries are playing an important role, but the author feels that this branch of cooperative education can be further improved. Some colleges have established adequate courses in consumer Cooperation. Public high schools are being urged to include courses in Cooperation. Wisconsin is the first state to make the study of consumer cooperatives mandatory, but it is hoped that this will encourage other states to do likewise. The five-day cooperative camps give youth a genuine baptism of the ideals and philosophy of Cooperation. Discussion circles and cooperative recreation centers also have been valuable. Newspapers, magazines and radio advertising

have all aided in the field of cooperative publicity.

94. MOORE, JAMES. Education methods for co-operatives. (Cooperative builder, (Co-operative Publishing Association), Superior, Wis., Dec., 1936, v.11, no. 24, pp. 22-23.)  
From an address at the Tenth Biennial Congress of the Co-operative League of the U.S.A. at Columbus, Ohio, Oct. 9th, 1936.  
Av. in N.Y.P.L.

Experience has taught that the democratic and social structure upon which cooperatives are built demands a comprehensive educational program for their successful operation and growth. When a group of individuals join in servicing themselves through distributive processes owned or controlled by themselves, they must learn the principles of the Movement of which they wish to become a part. As the writer remarks, cooperatives cannot be built any faster than co-operators are created through education.

Helping in the dissemination of cooperative knowledge in America are several universities, which have established courses on consumer cooperation. If more colleges can be encouraged to offer these courses, an influence on the new economic order can be exerted. Many cooperative youth camps have been established in various sections of the country. These, together with discussion groups that are organized by cooperatives from time to time, will gradually spread an understanding of the history and development of Cooperation, the reasons for Cooperation, how to organize cooperatives and how to enrich the cultural and social aspects of community life through cooperative institutions.

95. ROSE, AL G., pres., Cooperative union, and treas., Central cooperatives, inc. A 4-in-one educational director? (Co-op news, (Cooperative Union), Chicago, Ill., Jan., 1941, v.6, no.1, pp. 4-6.) With tables.  
Av. in Coop. L.

The Central States Cooperatives can very advantageously use and well afford to pay an educational director to work in the office four days weekly, promoting the sale of literature, editing the Round Table, fostering a discussion circle program, getting news for and building the circulation of the Cooperative Builder or other membership paper, promoting membership drives, women's committees and youth leagues and directing speaker, film and tour services. The time paid for by the Cooperatives would be spent on services for the Central States region as a whole.

The services and expense of an educational director would be shared cooperatively by Central States Cooperatives, Waukegan, the Cooperative Union, and the Chicago land societies.

96. SANDA, MIRIAM. A Decade of co-op youth progress. (Consumers cooperation, (The Cooperative League of U.S.), New York, June, 1940, v. 26, no.6, pp. 89-90.)  
Av. in N.Y.P.L.

The Northern States Cooperative League was founded by young co-operators of the Central Cooperative Wholesale sales territory in 1930, at a time when, in addition to the depression, the author says the Cooperative Movement in this area was engaged in a struggle to preserve itself from political groups which sought to destroy it.

From the beginning, the League grew rapidly. It now has forty local groups with a combined membership of 1,100. Together with its



own broad youth program, which includes every type of educational, cultural, and recreational activity, it assists the local educational committees in their work.

Many of the League's active leaders are graduates from the annual Co-op Youth League courses. These courses are sponsored by a joint committee of the Central Cooperative Wholesale, the Women's Cooperative Guilds, and the Cooperative Youth League. The school curriculum includes a study of cooperative principles and aims, economics, public speaking, recreation, and sports. The League has also established contact with foreign youth organizations, particularly the British Federation of Cooperative Youth.

97. SCHOOL AND SOCIETY. The Establishment of cooperative institutes (The Science Press, Lancaster, Pa., July, 1936, v. 44, no. 1126, pp. 112-113.)  
Av. in N.Y.P.L., N.Y.U.-WA.

The recent work of the Cooperative League of the United States is described in this article by a staff correspondent of "The Christian Science Monitor."

Twelve cooperative institutes had been established in thirty states in 1936. Plans have been made to establish a national cooperative college. Delegates from more than 100 cooperative stores, at the recent annual meeting of the Central Cooperative Wholesale at Superior, Wisconsin, suggested the need of a cooperative college to train competent managers, and the board of directors was instructed to take initial steps towards organization.

Mention is made of the educational programs of the Central Cooperative Wholesale, which sponsors a camp for youth; the Northern States Cooperative League, which has already held its initial course; the American Peoples School, which held a leadership school in New York City; the Eastern States Cooperative League and the Pennsylvania Farm Bureau Cooperative Association, which will hold joint institutes at Camp Newton Hamilton; the Central States Cooperative League, which will hold an institute at Grant, Michigan; and the Ohio State University agricultural extension camp in Licking County, an institute sponsored by the Ohio Farm Bureau.

98. SWIEDA, WANDA. Cooperative education through a community association: how it functioned in a metropolitan area. (Progressive education, (Progressive Education Association), New York, Nov., 1939, v.16, no.7, pp. 488-492.)  
Av. in N.Y.P.L., N.Y.U.-WA.

This is a description of the activities of the Community Association for Cooperative Education, an outgrowth of the Work Projects Administration Nursery School started in 1938, in New York City.

The aim of the Association is to promote group activities among children released from the nursery school at the age of four years, to teach parents to work and live effectively together, and to provide practical, educational and recreational services on a non-profit basis. Housing, recreation, education, health and consumers' purchasing are the association's main fields of activity for adults.

An educational committee functions to provide educational facilities and recreational needs within the neighborhood; a housing committee concerns itself with the housing facilities available, and at present it is working to an ultimate goal of cooperative housing to be sponsored by the Government. A community chorus has been organized where children are given a medium for self-expression; other musical activities include piano and orchestral classes.

The "Patty Smith Hill Family Camp," a farm of 100 acres located

at Monticello, New York, purchased by the Patty Smith Hill Research Fund, is a social experiment in Cooperation. The farm has been a financial success, and a considerable portion of the profits has been devoted to improvement of the property.

99. UPHOFF, MARY JO, director, Dept. of education, Wisconsin farmers union. Youth anti-war congress. (Consumers cooperation, (The Cooperative League of U.S.), New York, Feb., 1940, v. 26, no. 2, pp. 25-26.)  
Av. in N.Y.P.L.

More than 400 delegates from student, labor, farm, cooperative, church, and peace societies attended the Third Annual Youth Anti-War Congress which was held in Chicago in December, 1939. The Congress was organized in plenary and commission sessions. The author was chairman of the commission on Farm and Cooperative Organizations, which presented a statement to the Congress advocating the use of government funds to create economic stability and security at home, instead of building more armaments. Despite the increase in attendance, few changes were made in the Youth Committee Against War program.

100. UTAH WORKS PROGRESS ADMINISTRATION. Cooperative education for Utah: workers' education program. Salt Lake City, Utah, circa 1937. 22 pp. With charts, illus.  
Mimeographed  
Also two unnumbered pages.  
Av. in Coop. L.

Contents: I. How It Began - p. 1; II. Rochdale Principles - 2; III. Circling the World - 3; IV. Cooperation in Utah - 7; V. Nova Scotia Gets Results - 9; VI. Education for Action - 13; VII. Utah W.P.A. Cooperative Education Program - 14; VIII. Handbook for Social Committees - 16; IX. Cooperative Materials - 19; X. Sample of Study Outline - 21; XI. The Circulating Bookshelf - 22. Organization Chart - Back Cover.

This booklet begins with the following explanation: "This brochure on the Cooperative Movement has been published to answer the questions of those people who are interested in the cooperative educational plan being carried on by the WPA Cooperative Education Division in connection with Utah's principal cooperatives."

The opening sections of this work are devoted to an outline of the history of the Cooperative Movement, its importance in certain countries in present day Europe, and to brief discussions of the importance of education in the progress of this movement. In these sections the Rochdale Principles are given as follows: open membership; one member-one vote; the patronage dividend; business for cash; interest rates listed; sales at market price; reserves for educational work. Brief explanations of each principle are given. The section on the cooperatives in Europe is taken from the "Report of the Inquiry on Cooperative Enterprise in Europe - 1927," and accompanying graphs show the percentage of the population of each country investigated (England, Denmark, Sweden, France, Finland, Czechoslovakia, Switzerland, and Norway) that belongs to the cooperatives compared with the percentage of persons that belong to cooperatives in America.

Another section discusses the progress of Cooperation in Utah, giving the various types of cooperatives which now operate in that state, together with brief descriptions of their organization and importance. The types so reported are: marketing cooperatives; credit unions; self-help cooperatives; production cooperatives; consumer

cooperation; cooperative insurance; medical cooperation; service societies.

A following section describes the Cooperative Movement in Nova Scotia. This Movement, instigated by the depressed conditions in the province, rests in large part upon the program of adult education carried on by the Extension Department of St. Francis Xavier University at Antigonish. The program has the following objects: to motivate the people to do their everyday work in a more efficient manner through the dissemination of ideas; to spur on the people to take a greater interest in economic and social affairs leading to improvement in the social, cultural, and religious activities of the communities; to lead the people to discover new ways of doing things and to develop new local industries. The Extension Department uses a variety of methods to promote adult study. Most important are the study clubs, informal groups which are supplied with literature and suggestions by the University. During the last six years, 3,595 of these groups have been organized with persons in attendance. To supply these study clubs, the University publishes an "Extension Bulletin" every two weeks and supplies a library service. In communities where several clubs are functioning, the leaders form committees to sponsor joint meetings to hear speakers, to organize new study groups and to engage in other group activities. Every year the Extension Department conducts training sessions for prospective leaders and also superintends the annual Rural and Industrial Conference. Other activities of the Department include public speaking contests, plays, pageants, inter-community sports, and other social activities.

The Extension Department has stressed unceasingly the need of adult study, and the outcome of this has been the formation of a variety of successful cooperative undertakings. The methods used by the University are considered to be examples which prove that the present school system can serve the people if it will.

The remainder of this booklet considers the Utah WPA Cooperative Education Program. This program, in operation for several years, is for the most part sponsored by and operated in connection with the regular school system of the state. The Adult Education Service in Social Studies has developed along two general lines. Classes and forums in public affairs are intended as citizenship training courses. In cooperation with the Teachers Unions of Utah, courses have been developed on the principles of education, and in rural communities cooperative education is stressed. Courses in Consumer Cooperation and Marketing Cooperation are either prepared or are in the course of preparation. Various sub-committees have been organized. One for correspondence education prepares courses for managers, committees and isolated people on a variety of subjects. The sub-committee on personnel and training selects and trains teachers for the program. Other sub-committees are responsible for the preparation of materials for the courses and for the organization and coordination of the whole.

Local cooperative education committees have been formed, endeavoring to have representatives of all the local cooperatives, and all other interested persons, take part in the meetings. Suggestions are given for the organization of two types of programs for these committees, the "Cottage Meeting program" and the "Public Meeting Program." The value of publicity is emphasized, together with the uses of library activity and cooperative recreation. The materials prepared by the project follow the general lines that were developed by the Swedish Cooperative Union. A basic handbook, or text material, has been prepared, and discussion outlines are also used. It is suggested that each evening's discussion be divided into three parts: a statement of general questions for study; a series of questions to stimulate discussion; a group question which is intended to reflect the thinking



of the group. A sample taken from the Consumer Cooperative Discussion Outline is given, and the booklet concludes with a list of the books on the circulating book shelf of the WPA Adult Education Program, and a chart which shows the organization of the project.

101. WARBASSE, AGNES D. Cooperative education and recreation: the need of a separate committee for this purpose in a cooperative society. New York: Cooperative League of America, n.d. 8 pp.  
Av. in N.Y.P.L.

A Committee on Education and Recreation, according to the recommendation of Mrs. Warbasse, should work independently of the Committee on Management. It should be the duty of such groups to organize a curriculum adapted both to the needs of a general education and the specific needs of cooperators in doing their jobs. When the members of a cooperative branch have had the benefit of education in regular schools, it then becomes the duty of the Committee on Education to teach them the principles of Cooperation. Furthermore, it should supervise such social activities of the cooperatives as choral clubs, band concerts, dances and picnics.

102. WARBASSE, AGNES D. Recreation and education in cooperative societies: "Ye shall not live by bread alone." New York: Cooperative League of America, n.d. 8 pp.  
Av. in N.Y.P.L., R.S.

The main purpose of Cooperation is not the saving of money, but rather the creation of a more abundant life for the members of the cooperative society. Therefore, the by-laws of every society should provide for not less than five per cent of the net profits to be set aside for recreation and education. This money should be spent in organizing cooperative training schools, establishing reading rooms and libraries, and for recreational work and cooperative expeditions.

The writer discusses the election of an Education and Social Committee for the above named purposes, and the duties of such committee in promoting Cooperation. Mrs. Warbasse also feels that this committee should be an agency distinct from the Committee on Management.

103. WARBASSE, J.P., pres., Cooperative league of the United States. Cooperative league completes 25 years. (Pacific northwest cooperator, (Pacific Supply Cooperative), Walla Walla, Wash., Mar., 1941, v. 6, no. 3, pp. 1, 4.)  
Av. in Coop. L.

According to Dr. Warbasse, cooperative activity was unorganized and sporadic in the United States prior to 1916. Cooperative education was limited, and the motto was "Learn by Doing." Due to the absence of a central source of reliable information, the same mistakes were repeatedly made, with the same consequences.

In response to the need for education and unity, the Cooperative League of the United States was conceived in 1915, and its constitution adopted in March, 1916.

The League surveyed and listed the cooperative societies then operating in the United States. An extensive pamphletized literature was published, covering cooperative principles and methods and the history of Cooperation. British, French and German cooperative literature was consulted, and the failures of cooperative societies investigated.

The League received its financial support mainly from voluntary philanthropic contributions through the first twelve years of its

existence. In 1921, the League became a member of the International Cooperative Alliance. It sends delegates to each of the Alliance's international congresses. By 1940, the League's individual membership was over a million. The Cooperative League stands aloof from all political activity, remaining strictly non-partisan and secular.

Dr. Warbasse attributes the hostility toward Cooperation to its efficiency in supplying human needs. He considers statism, which he defines as domination by the state over individual and private property, to be the ultimate destiny of profit business.

104. WHITE, D.G., vice-president, Berkeley Bank for cooperatives, Berkeley, Calif. Building young farmers into cooperators. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D.C., 1940, pp. 320-325.  
Av. in N.Y.P.L.

In 1937 some of the larger cooperatives in Southern California decided that they should assist in stimulating agriculturally-minded students to understand and to think of Cooperation early in life. The program was directed toward those who were or would be interested in agriculture from the production side. This made it necessary to aid agricultural leaders who would focus the interest of students on cooperative marketing and cooperative purchasing. Various carefully considered awards and rewards were to be the chief incentive. The program also brought to the parents the influence of cooperative ideas, chiefly through discussion in the home by the student.

The appearances of contestants before local groups, particularly in those communities more directly dependent upon agriculture, brought the problems of cooperative marketing before entire communities. It was also found that this program facilitated membership work. Ground work of this type not only was expected to bear fruit as students later became farmers, but also was found to have an immediate direct effect on those farmer-parents who had not yet become interested in farmers' cooperatives.

The article concludes that through such a program it is hoped to provide a source of future cooperative personnel.

105. WHITNEY, E.A., educational director, Central cooperative wholesale. Highlights of Central cooperative wholesale's educational program. (Consumers cooperation, (The Cooperative League of U.S.), New York, Apr, 1940, v. 26, no. 4, pp. 56-60.)  
At head of title: A complete program of Cooperative Education.

Contents: I. Our School Program - p.57; II. Neighborhood Discussion Groups - 57; III. Miscellaneous Projects - 58; IV. Organizational Work - 59; V. District Educational Field Men - 59; VI. Some other General Services - 59; VII. And What of the Future? - 60.

This article describes the educational program of the Central Cooperative Wholesale. This program depends upon the assistance of the 78 local guilds and clubs, having a total membership of 2,000, and the youth league organizations with a membership of 1,100. The central organization has maintained an educational department since 1920 and educational committees now function in most of the member and patron societies.

The school program is varied. There is a Ten-Week Management Training School which has accommodated some 600 students in the twenty-one years of its existence. Four-week youth courses accommodated about 45 students each year and have been invaluable in training young people for cooperative work. Summer institutes, a combination of re-

creation and study, are arranged by the district federations each year. The children's summer camps often have as many as 125 students at a two-week school. Employees' circuit schools, first organized in 1938, now contact about 500 employees each year. Directors' classes are also of recent inspiration and have proven popular. A short Institute on Recreational Leadership is planned for 1940, and correspondence courses to prepare students for the Management Training Schools are being discussed.

The outstanding project for 1939 was the organization of Neighborhood Discussion Groups, which are to bring the whole membership into actual participation in cooperative education. There are now about 308 groups receiving materials monthly and reporting back to the Educational Office of the Central Cooperative Wholesale.

The society has engaged in various other projects. Educational committee conferences were successfully initiated two years ago; weekly radio programs have been sponsored since 1936, and at present a daily five-minute broadcast of world news and consumer information, with short commercials, is being discussed. Several years ago the Cooperative League set aside October of each year as Cooperative Month, and the Central Cooperative Wholesale utilizes this month to conduct a series of public meetings and educational entertainments. Not only has the society a growing library of cooperative films, but its own film, "the C.C.W. Family," is in final stages of preparation. This film will be a travelogue picture of member and patron societies, personnel, shots of the Wholesale's buildings, departments, and activities.

Among the other activities of the society must be noted: Quarterly Planning Conferences, during which the educational department calls in the editors of the cooperative press, sales department representatives, guild, youth league, and junior group secretaries, and executive committees to discuss annual educational plans; the use of resident educational fieldmen, who circulate cooperative literature, attend membership meetings, keep educational committees functioning, and perform many like services. The Society also devotes much time to translating, as much of the educational work must be carried on in the Finnish language.

106. WINEMILLER, WILLIAM G., director, Educational dept. Ohio Farm bureau cooperative assn. Ohio's cooperative education program. (Consumers cooperation (Cooperative League of U.S.), New York, Dec., 1937, v. 23, no. 12, pp. 183-186.)  
Av. in N.Y.U.-WA.

The educational program of the Ohio Farm Bureau has three prime motives: to develop a virile functioning local leadership to man the Cooperative Movement in Ohio; to inform members of associations regarding the philosophical, cultural, and practical sides of democratic, economic group action; to bring about a thorough understanding between rural and urban consumers of the problems and opportunities in which both are vitally concerned.

The author discusses the methods of financing, and then outlines the various forms which the Ohio cooperative educational programs have assumed. These include discussion circles, district conferences, society recreation, oratorical contests, libraries, pamphlets, clubs, films, tours, college courses, meetings and fair exhibits.

107. YAEGER, J.F., director of membership relations, Michigan State farm bureau, Lansing, Mich. Building cooperatives through membership programs. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D.C., 1940, pp. 294-297.



The author contends that the building of a cooperative through membership programs is largely a problem of education. The local must educate its farmer members, the state wholesale its elevator stockholders, and the regional its state members. There are many ways of educating oneself: lectures, pictures, charts, discussion, the printed advertisement, news articles, letters, and folders. All have their place and value. They must deal the cooperative way with problems and results, with ways and means, and less with technical details, equipment, buildings, sacks, brands, and the like.

A cooperative study group, it is suggested, may be started through the efforts of one enthusiastic individual who will take a part in organizing interested couples. These friendly local groups can hold meetings once a month in the house of one of the couples. It is important at first that the representative of a cooperative be present to prevent discouragement on the part of any of the new co-operators.

The author points out that in Michigan there are now nearly 200 groups, which include about 4,000 farm people in their membership. The groups consist of from 10 to 50 families each. After only three years of experimenting, very tangible results are noted. Critical attitudes have turned to understanding attitudes, and there is less tendency to forsake the cooperative way.

### III. COOPERATIVE EDUCATIONAL PROGRAMS IN GENERAL

#### B. ABROAD

103. AGRICULTURAL COOPERATION. Cooperative education in the prairie provinces. (U.S. Bureau of Agricultural Economics, Dept. of Agriculture, Washington, D.C., Nov., 1929, v. 7, no. 24, p. 474.)  
Av. in Col.

A survey of cooperative education in the prairie provinces of Canada was published in 1929 by the United Department of Agriculture for the Inter-Provincial Educational Committee of the Canadian Wheat Pools.

Among some of the various types of educational activities of particular interest to cooperators in the prairie provinces is the work carried on by the Manitoba pool, which has succeeded in raising a fund for educational work by taxing all grain handled 1/20th of one cent per bushel. The Saskatchewan pool has promoted schools, conventions, banquets and picnics, and the Alberta Government is devoting the wheat board surplus to educational work for boys and girls in the public schools.

Current information relative to the activities of the various commodity pools is broadcast from three radio stations and printed in newspapers. From time to time, there are supplementary exhibits at fairs and expositions. A cooperative school is planned for 1930.

104. BARDIN, SHLOMO. Pioneer youth in Palestine. New York: Bloch Publishing Co., 1932. x, 182 pp. With bibl.  
Av. in N.Y.P.L.

This book, which gives a brief and general history of the movement to settle Palestine and its results in that country, does not devote much of its space to the Cooperative Movement as such.

The first and second immigration waves (Alioth) to Palestine

were direct results of the persecutions of the Jews in Russia in 1881 and 1905. The first movement under the bill, the original Zionist organization for settlement in Palestine, was not successful, either in effecting the resettlement of any large number of Jews, or in providing any effective plan by which the Jews as a race might be served. The second immigration wave, unlike the first, was organized by no one group, but was rather a gradual infiltration, which extended roughly from the years 1904-1918.

After the British took over Palestine and placed it under a mandate, the present immigration wave, the Third Aliyah, came into being. More than 100,000 Jews entered Palestine in the decade following the World War.

In December, 1920, at Haifa, all the pioneers and workers of Jewish Palestine were united in the Histadruth, the General Federation of Jewish Labor in Palestine. At this time the towns, colonies, and labor settlements under the Histadruth numbered 4,433. By Jan. 1, 1931, this number had increased to 30,060. The Histadruth is united on a policy of common effort and exertion with these basic principles: unity of workers, union of workers and pioneers, socialization of economic enterprises with complete nationalization of land, equality of the sexes, and community of interest between Arab and Jewish workers.

The Histadruth runs the following institutions: the Central Cultural Committee, which controls the education of children in Labor rural settlements and cultural work among adults; the Health Fund (Kupath Cholim) which maintains various institutions and doctors; the Higher Economic Council, which is in control of every Histadruth institution; the Employment Department; the Central Cooperative Board, which is concerned primarily with urban and industrial cooperatives; the Central Immigration Board; the Central Control Committee; the Women Workers' Council; the Central Board for Yemenite Workers; a daily paper, "Davar" (The World), and two periodicals.

The Second General Conference of the Histadruth, held in 1923, created the Havrath Ovdim (H.O.), which constitutes the chief economic cumulation of colonization capital through shares, funds and profits, and acts as the representative of all the economic undertakings of the workers in town and country. Its powers are given voluntarily by single units. Some of the topics treated in its regulations are: Object: to unite Jewish Labor in all branches of work as on a cooperative basis; Power: the H.O. is empowered to enter any economic or social activity; Share: no share capital, and no member may transfer his interest; Profits: to be used solely to improve the social and economic condition of the working class, and are not to be distributed among the members; Arbitration: all disputes are to be settled in courts of arbitration; Expulsion: a person no longer living by manual or intellectual toil may be expelled. This H.O. has the following societies under it:

1. Nir - The Workers Cooperative Society for Colonization.
2. Yachin - The Workers' Cooperative Contracting Agency for agricultural undertakings.
3. Tnuva - Cooperative for Marketing Agricultural Produce.
4. Solelboneh - Cooperative Building Guild (now suspended).
5. Hamashbir - Workers' Cooperative Wholesale Society.
6. Bank Hapoalim - The Workers' Bank. It provides short-term credit at reasonable interest to the H.O. daughter institutions.
7. Workers' Cooperative Saving and Loan Societies, lending to individual workers.
8. Kupai - the Treasury of the Histadruth.
9. Hasneh - Workers' Insurance Company, owned in common by the

H.O. and the American Jewish Labour Organization.

The strength of the Palestine community is in its agricultural workers. In the rural labor community there are two distinct types of settlement. The older type is the communal settlement, Kvutzah; the other is the Moshav Ovdim, or small-holders' cooperative settlements. Both are characterized by the emphasis laid upon the group on "collective." The author thinks the Kvutzah is the perfect form of collectivism, in which private ownership is completely abolished. In the cooperative settlement the man is given the amount of land which he and his family can cultivate. This amounts to approximately 25 acres. Self-labor is obligatory. A cooperative shop disposes of his produce and purchases the necessary objects of daily life. He must sell through the shop. Private ownership of land is barred, and membership in the cooperative is obligatory. If a member is sick, the other members join and do his work without pay. Members of both societies are also members of the Agricultural Trade Union and of the Nir (agricultural colonization society).

110. BARNANAGEEHA. The Need for cooperative education in Ireland. (Better business, (Cooperative Reference Library), Dublin, Feb., 1918, v. 3, no. 2, pp. 178-184.)  
Av. in Col.

Some sort of cooperative education beyond the stereotyped advice which is given to members at their annual meetings is needed in the rural districts of Ireland, where, in the author's opinion, even the most elementary education is deplorably backward. The Movement would have grown much faster, were it not that members were ignorant of the most elementary and fundamental principles of Cooperation.

Two ways are suggested for a general system of cooperative education in Ireland. It will be necessary to explain more fully to the people in the rural districts the success which has attended Cooperation, both at home and abroad. Lantern slides and films dealing with matters of cooperative interest might be shown by a special lecturer. If any scheme, moreover, of cooperative education is to have a lasting effect, attention must be directed to the young. It is suggested that this problem be attacked on somewhat similar lines to the Boy Scout Movement. "Honor, loyalty, efficiency, friendliness, obedience, thrift - these attributes should go far towards developing the cooperative character."

Periodically, form letters and other applicable literature might be sent out. It is necessary to arouse interest in the social aspects of Cooperation. These are rather dim and hazy or lost altogether in the agricultural districts, where only practical considerations prevail.

111. BOMBAY CENTRAL CO-OPERATIVE INSTITUTE. BOMBAY, INDIA. The Institute, its aims and objects and the programme of its work. Bombay, India, 1921, 8 pp. (Leaflet no. 12.)  
Signed: S.S. Talmaki.  
Av. in Coop. L.

The Institute is an advisory, propagandist, and educational central organization composed of individual cooperators and cooperative societies. Its aims and objects are "to develop the Cooperative Movement in India by all means in its power, to serve as a center for every sort of cooperative activity, to promote the study of all questions connected with Cooperation, and to ascertain and represent the views of cooperators on any questions of general pub-



lic importance affecting the Movement."

The work of the Institute which is executed by the Head Office at Bombay and its five branches, is summarized as embodying policy and propaganda, legal advice, training and night classes, conferences, lectures, lantern shows, publication of magazines, and propaganda to further cooperative housing and cooperative education in that Presidency.

112. BOWEN, E.R. Education for economic cooperation. (The Social frontier, (The Social Frontier, Inc.), New York, June, 1938, v.4, no. 36, pp. 293-296.)  
Av. in N.Y.P.L. N.Y.U.-WA.

This article gives a brief outline of the democratic principles of Cooperation, and of the methods used by cooperative societies to educate their members. After pointing out the great development of the Cooperative Movement in England, Finland and Sweden, it is emphasized that in the United States, it experienced a series of failures until 1920, when the farmers started to organize and buy their supplies cooperatively and extended their operations to other fields, such as marketing and insurance. After white collar workers had looked in vain for government help, during the 1929 depression, they imitated the farmers and organized cooperatives in order to help themselves. This was done through the publication of cooperative literature, conferences and discussions, and the creation of buying clubs, which soon became full-fledged cooperative stores or gasoline stations. In 1937, Labor followed the farmers and the white collar workers, organizing as producers into unions and occasionally as consumers.

All this could not be accomplished without an informed membership, and the Rochdale Pioneers foresaw the necessity of that education which is now carried out through lectures, pamphlets and periodicals, and the conduct of courses for the training of personnel.

Other movements in the United States have followed the example of the Cooperative Movement, the Federal Council of Churches has organized a committee on church and cooperatives, and a similar committee has been appointed by the National Catholic Rural Life Conference. President Roosevelt appointed a special committee for the study of Cooperation, and the National Education Association, appointed in 1937, organized a committee on cooperatives. Cooperation is also taught in many schools and colleges, and many students have formed cooperatives for their own benefit.

113. CAVENDISH, A., officer in charge of Cooperative societies, Straits Settlements and Federated Malay states. Cooperation as a subject for study in Malaya. Penang, Malaya: Penang Gazette Press, Ltd., circa 1922, iv, 78 pp.  
A paper read at the monthly meeting of the Athenaeum, Penang, on September 26, 1922.  
Av. in Coop. L.

Mr. Cavendish traces the history of Cooperation in Malaya from its introduction in 1907, recounts the efforts of Sir Arthur Young toward the institution of cooperative credit, and comments upon its slow progress due to religious beliefs and ignorance. The author dispels the objection that credit societies are contrary to the principles of the Mohammedan religion by citing existing credit institutions in several Mohammedan countries. Other criticisms of the introduction of Cooperation in Malaya are refuted by documentary evidence of successful cooperative endeavor in such countries as Great Britain, India, Egypt, and the United States.

The objections of the P.A.M. (a consultative and advisory body representing the "absentee" landlords of Malaya) to Cooperation are recognized, and the formation of an Agricultural Organization Society patterned after the English style is suggested. The objects of this Society in Malaya would be: to provide a central organization for the promotion of agricultural interests; to secure cooperation of all people connected with the land; to extend agricultural education; to assist agricultural organization by improving the production, distribution and sale of farm products, by cooperating with governmental agencies and laws, by improving transportation and communication, by setting up a library, and by forming agricultural societies; to provide an organizational set-up for the exchange of experience; to assist needy members; to purchase land and buildings for educational uses; to promote legislation for the benefit of agriculture.

It is suggested by this administrative officer that a cooperative bank be established in the Far East to satisfy the immediate credit needs of agriculturists. The necessity for extensive study and educational propaganda among the Malayan farmers is considered a prerequisite to this plan of action.

114. CO-OPERATIVE CONGRESS. Recommendations in regard to co-operative education, literature and propaganda. In: The Forty-ninth annual Co-operative congress, at Swansea, May, 1917, (Cooperative Union, Ltd.), Manchester, Eng., 1917, pp. 171-227.  
Av. in R.S.

Contents:-Chap. I.- Education - p. 172; II.- Cooperative Literature - 198; III.- Propaganda - 216. Summary of Recommendations - 223.

In presenting its report, the General Cooperative Survey Committee offered recommendations to strengthen the work of the departments of education, literature and propaganda. In the past year these departments have been curtailed because some of their members were enlisted in the War.

It was recommended that cooperative education should include: the formation of a National Cooperative Auxiliary for Education and General Purposes; a change in the constitution of the Central Educational Authority to widen its scope; the allocation (by the Union) of not less than 20 per cent of the subscriptions paid by members, for educational purposes; the publication of a monthly educational journal; development of summer schools; establishment of a Cooperative College; and the development of work among junior cooperators.

The Committee offers a suggested constitution for educational committees in retail distributive cooperative societies and approves the work done in cooperative education at Ruskin College, Oxford and Working Men's College, London.

The first recommendation for cooperative literature states that journals should be published that would include the establishment of one paper for all of the United Kingdom, with different sections to meet the needs of various districts; that the "Cooperator Educator" should be published monthly, and that a "Cooperative and Labor Review" be established monthly. The various types of journals required in the Movement to spread cooperative literature are classified as: newspapers; magazines containing articles rather than news; journals for advertising and propaganda; and those associated with particular organizations. Other suggestions for cooperative literature include the judicious publication of pamphlets, which should be uniform in size and shape when published; the compilation of a recommended list of books; and the sale of cooperative literature through a cooperative bookselling society, with branches in the various towns.

After citing the close tie between cooperative education and cooperative propaganda, the Committee gives the objectives of propaganda as: organizing districts where no society now exists; developing loyalty, increased membership, capital and trade in areas of existing societies; developing general activity in production and distribution; stimulating the application of cooperative principles in all forms of economic and general social activity. Suggestions are made concerning each of these divisions, such as the establishment of a propaganda department, with organizers and trainers, to take over the work now being done by existing propaganda and exhibition committees, the establishment of publicity departments, the appointment of deputations to visit trade-union branches and "friendly societies," and the training of organizers, speakers and canvassers in classes arranged by the Union.

Statistics show the amount selected at the Congress for the Blandford Fund (for scholarships), 1908-1916; the circulation of the "Cooperative News," 1900-1915; and the cost of free distribution of conference papers to delegates, 1900-1916.

115. CO-OPERATIVE CONGRESS, CENTRAL EDUCATION COMMITTEE. (Report of) Central education committee. In: Sixty-second annual Cooperative congress... at York, June, 1930, (Cooperative Union, Ltd.), Manchester, Eng., 1930, pp. 29-45.  
Av. in R.S.

In presenting a brief survey of its accomplishments for the year 1929, the Central Education Committee of England gave the names and addresses of its members and staff, and reviewed the growth and the development of its educational activities. Special mention is made of the various education committee associations for their action in interesting education committees in the Scholarship Fund; the Cooperative Wholesale Society gave two scholarships for its employees, and the Scottish Cooperative Wholesale Society gave one grant. Such organizations as the Junior Cooperators and the Woodcraft Folk were commended for giving their support to the Committee, and satisfaction was expressed for the manner in which the "Cooperator Educator" and other publications were received.

The Committee expressed satisfaction in the progress made in 1929, and stressed the need for an educated membership and staff for future progress. It appealed to all cooperative societies to redouble their efforts in making the educational record of the Movement adequate for its needs.

The College has made steady progress and a record number of students have been enrolled during the year. New subjects that have been organized include: business methods; advanced arithmetic; geography; economics; social problems; economics of business organizations; apprentice's course for employees in the dry goods departments of general stores.

A table of statistics shows the growth of the Cooperative College by classes, students and subjects.

116. COOPERATIVE EDUCATION DEPARTMENT NATIONAL ASSOCIATION OF COOPERATIVE EDUCATION COMMITTEES, BURSLEM, ENG. Cooperative educational ten year plan. Burslem, Eng., 1936, 5 pp.  
Pages unnumbered.  
Av. in Coop. L.

This leaflet, issued by a British association numbering more than 250 cooperative societies, with a combined membership of 5,000,000 persons, contains suggestions for a ten-year educational plan approved at the annual meeting of the National Association of Cooperative Education Committees, held at Brighton in April, 1936.



It provides for organization of classwork, organization of auxiliary bodies and scholarship awards, including grants to the Cooperative College. The nature and methods of the plan, as well as ways and means to accomplish it, are outlined, and the minimum figures to be attained by societies by 1944 in regard to classes, auxiliary bodies, and scholarships, are given.

In the letter written to the Committee responsible for cooperative education, dated June 6, 1936, the National Secretary states that this leaflet has been prepared to assist the local societies to achieve the ten-year plan, and especially to achieve during the present fiscal year the six points taken from the plan of the Cooperative Union. These points are: establishment of a committee for education in every society; securing the adequate financing of educational work by a per capita provision; appointment of a full time education secretary in every society with more than 20,000 members enrolled; compulsory day-time education for junior employees up to 18 years of age; establishment of at least one additional class; sympathetic help to youth organizations.

117. COOPERATIVE UNION, LTD., MANCHESTER, ENG. Cooperative education committees and their work. Manchester, 1923. 8 pp.  
Av. in Coop. L.

This manual presents a brief survey of the work which an education committee may undertake. The education committee of a cooperative society is declared to have great responsibilities and to be as important in its own sphere as is the management committee in the sphere of cooperative trade. The committee should have, therefore, a definite and well organized educational scheme, and should represent the management committee, the employees and guilds in the society, as well as membership at large.

After outlining the financial framework of the committee's duties, the publication outlines the educational work itself, giving a concise schedule of its various branches, such as class-work, week-end schools, lectures, concerts, choirs and orchestras, junior cooperative circles and comrades' guilds, literature and miscellaneous.

Class work is considered as the most substantial and important work of the committee. It is reviewed under three headings, junior classes, adult classes, and employees' classes.

Under "Miscellaneous" are suggested many other items, such as the organizing of gala and field days, and the provision of a small reference library of cooperative and economic books for the use of students and members of the society in general. Every educational committee should be affiliated with the Cooperative Educational Association, a federation of education committees. Education committees should register their classes with the Cooperative Union, Limited, and have their students enter the Union's examinations with the object of securing scholarships and prizes.

118. COOPERATIVE UNION, LTD., EDUCATION DEPARTMENT, MANCHESTER, ENG. National cooperative men's guild and its objects. Manchester, n.d., 1 p. (Publ. no. 109.)  
Av. in N.Y.P.L.

The Cooperative Union urges men over 16 years of age to join the National Cooperative Men's Guild, whose object is to increase interest on the part of male cooperators in developing the Movement and to further enlighten members on cooperative principles. The activities of the National Cooperative Men's Guild, which include lectures, meetings, and open discussions, are described in an effort to stimulate the interest of non-cooperators.

119. CROOKS, W. Education in connection with cooperation. Manchester, Eng.: Central Cooperative Board, Cooperative Union, Ltd., 1885. 7pp. Av. in N.Y.P.L.

Believing that too many cooperative societies are self-satisfied with their past efforts along cooperative lines, the author reviews what has been done in the past and enumerates the many improvements that can be made. Much good has been done by establishing libraries, reading rooms and science and art classes. The author cites figures from the report of the "Registrar of Friendly Societies" for the year ending December, 1883, showing what amounts had been appropriated by the different sections of the country. He compares these figures with the volume of business transacted, but he does not believe that educational grants today are used properly to promote cooperative principles.

Suggestions are made for offering prizes to students as an incentive to increase their study and to become better cooperators. Prizes might well be offered to the students for the best essays on the subject of Cooperation. In addition, more reading of the "News" should be indulged in; copies should be on reading room tables and in all public libraries.

Mr. Crooks also feels that there are many who become members simply to participate in the patronage dividends, and that they are not inculcated with the true spirit of Cooperation. Such is the condition among distributive cooperatives, but in the writer's opinion these same shortcomings are increased among productive cooperatives. In conclusion, he outlines what the United Board Educational Committee will endeavor to do to further educational work among cooperatives in the United Kingdom.

120. DAVIES, M. LLEWELYN. The Work of educational committees' associations. Manchester, Eng.: Educational Committee, Cooperative Union, Ltd., n.d. 12 pp. Av. in N.Y.P.L.

The work of educational committees' associations is to secure to all associations the services of expert lecturers, to raise the standard of lectures by securing authorities in the various fields, and to organize at least a part of the lecture work done by societies.

The associations are most useful in forming a link between the Central Educational Committee and local committees. An outline of the method of preparing the various reports on literature, educational programs, and conferences is incorporated.

121. DAWSON, LILIAN A. Cooperative education. London, Eng.: The Fabian Society, 1923, 17 pp. With appendix. (Fabian Tracts no. 205.) (Published) by arrangement with the trustees of the Sara Hall Trust; in commemoration of the life and work of Robert Owen. Av. in R.S.

The Cooperative Movement is reviewed in this tract from its very beginning, when the objective was to provide commodities for the workers at reasonable prices, to its ultimate end of reorganizing industry. It outlines how educational work is carried on, the agencies that promote the work, and the relationship of the Movement to the press, politics and social life.

The educational work is carried on through two main channels, the education committees of the local societies and the Central Education Committee of the Cooperative Union, Limited. There are additional outside organizations, such as the Workers' Education Association, the Working Men's College, adult schools, various classes of



the trade unions and the Socialist and Labour Parties.

Miss Dawson describes the educational work carried on by publicity and propaganda through the education committees of local societies and their auxiliary bodies, and she distinguished between education obtained by publicity and that obtained by propaganda. She offers the following suggestions for using these tools to their best advantage: instruct the education committee concerning its duties, which are to give every member of the society an opportunity of acquiring a knowledge of the history and principles of Cooperation, and every employee the chance to acquire technical knowledge; improve the technical organizations and working of the local group, and teach the members the principles and aims of Cooperation; form a closer relationship between Union and local educational committees, so that more effective educational work may be done among the non-members; since the labor movement, the cooperative trade unions and the political Labour Party have common aims and ideals, they should have a central system of education; organize a series of colleges, rather than one common Labor College, each to be financed and supported by a society, with the ultimate idea of constituting a Labor University; the Movement should work toward the publication of a daily labor journal, which should be given a wide distribution for the education of the general public.

The appendices list colleges for working people, the Fabian publications, including tracts and leaflets.

122. DIGBY, MARGARET. Cooperative education. In: Year book of agricultural cooperation, 1932, (Horace Plunkett Foundation), London, 1932, pp. 26-62.  
Av. in N.Y.P.L.

CONTENTS: - I. Germany - p. 27; II. Czechoslovakia - 29; III. France - 30; IV. Austria - 31; V. Roumania - 32; VI. Poland - 34; VII. Finland - 35; VIII. Latvia - 36; IX. Belgium - 37; X. Hungary - 37; XI. U.S.S.R. - 38; XII. Switzerland - 39; XIII. Norway - 39; XIV. Sweden - 40; XV. Denmark - 40; XVI. Iceland - 40; XVII. Holland - 41; XVIII. Italy - 41; XIX. Bulgaria - 41; XX. Greece - 41; XXI. Estonia - 42; XXII. Yugoslavia - 42; XXIII. Canada - 42; XXIV. U.S. of America - 43; XXV. India - 44; XXVI. Ceylon - 45; XXVII. Japan - 46; XXVIII. China - 46; XXIX. Australia - 46; XXX. New Zealand - 46; XXXI. Africa - 46; XXXII. Cameroons - 47; XXXIII. Chile - 47; XXXIV. Bolivia - 47; XXXV. Mexico - 47; XXXVI. British Isles - 47; XXXVII. Appendices - 58.

As the Cooperative Movement grows, bringing an increase in the complexity of its functions and the number of people whom it affects, there is a growing realization of the need for education, as distinct from propaganda and publicity. There is also increasing interest in the Movement on the part of those not actually engaged in it. Cooperation may be studied as a phenomenon or impressed upon the mind as a principle or a practice. The first method is scientific, a branch of agricultural economics. The second covers all the ground between propaganda and a specialized form of business training. It has three aspects: the education of the public in the understanding of cooperative principles; the education of the members in cooperative conduct; the education of the officials in cooperative technique. Cooperative business has grown too complicated to be entrusted to amateurs; on the other hand, the experience gained in private business alone is not adequate for the conduct of affairs on cooperative lines.

Miss Digby describes in detail the educational facilities of the various countries all over the globe and finds that those for the generalized "scientific" study of Cooperation are fairly adequate. For scientific research of a deeper kind, there is little provision.



The training of cooperative employees and officials in the agricultural movement receives practically no attention in either England, Ireland or Scotland; education of the members of agricultural societies is non-existent, and education of the public in agricultural co-operation is similarly neglected.

It is pointed out that cooperative education formed one of the subjects under discussion at the International Congress of Agriculturalists held in June, 1931, in Prague. By the reports submitted from a number of countries, it was noted that in each nation, the quality of cooperative education was affected by various conditions, particularly by the development of the Cooperative Movement as a whole, and by the attitude of the State and by public opinion. Education was most extensive in those countries where the Cooperative Movement was well developed or where a new country was preparing to build up its national agricultural life on cooperative lines. It was unanimously agreed at Prague that specialized education was necessary to cooperative progress and efficiency.

- 123. ELLISON, T. Canvassing methods: value of doorstep propaganda. (Cooperative review, (Cooperative Union, Ltd.), Manchester, Eng., Mar., 1934, v. 8, no. 44, pp. 75-78.)  
Av. in R.S.

The hostile efforts of private traders in England against the Cooperative Movement make it imperative that every avenue likely to offer increased trade and further development should be explored. Cooperators condemn the competitive self-interest of private traders, but even in the Cooperative Movement, states the author, indifference and individual self-interest are much greater handicaps to cooperative development than any outside hostility.

There is a brief review of education as an assistance in cooperative development. The author discusses various topics such as: Every-Day Examples, Doorstep Propaganda, A Register of Members in Street Order, and Is Revision Possible or Desirable? He also gives suggestions for increasing the sales of cooperative societies by employing canvassers.

- 124. FRASER, SAMUEL B. How best can we retain the interest of the young students in the furtherance of cooperative principles? Manchester, Eng.: Cooperative Union, Ltd., 1913, 12 pp. (Essay ser. no. 7.)  
First prize essay in the competition organized by the Central Educational Committee of the Cooperative Union, session 1912-1913.  
Av. in N.Y.P.L.

The Cooperative Movement, which has for its basis "equitable association for mutual service," must be founded upon principles that are powerful enough to inspire the enthusiasm of young people. To retain their interest in the furtherance of cooperative principles, Mr. Fraser outlines a full program of action and mentions the educational program carried on by the Cooperative Union, Limited, to show how students may be interested in Cooperation.

The chief value of classes conducted by the Union (in which members participate in essay contests, visit places of cooperative interest during the winter, and study Cooperation through technical classes in bookkeeping, audit work, secretarial work, management, Cooperation, industrial history, economics, citizenship, "cooperative" or economic libraries) is in the opportunity they present for creating a cooperative atmosphere. Many organizations, such as the men's and women's guilds, district conference associations and the literary

and debating societies are designed to help by mutual intercourse. They offer opportunities for the exchange of ideas and opinions as well as stimulating youthful activity in the cooperative societies.

125. HALL, F. M. A., B. Com., adviser of studies, Cooperative union, ltd. A Review of the education report of the Survey committee, as presented to the Swansea Congress of 1917, with a summary of the committee's recommendations relating to cooperative education. Manchester, Eng.: Cooperative Union, Ltd., 1918. 15 pp.  
Av. in N.Y.P.L.

This report reviews the present position of education in the Cooperative Movement, and points out the imminent possibilities of new developments in cooperative education as they appeared immediately after the War.

The Committee, in considering the available machinery required for the successful development of the Movement's educational work, made certain recommendations. It favored the linking up of the various sections of the Movement, which would result in effective coordination between the various educational agencies, the organization of a representative advisory council, which would reflect the needs of all sections of the Movement, and the formation of an Executive Council of seven members, to be appointed from the regular Council. It also advised that each member pay a minimum of one shilling each year and that not less than 20 per cent of the subscriptions paid by members be allocated to educational work; that societies be asked to contribute to a "Cooperative Extension Fund," from which grants would be made; that funds provided by the Education Executive and the two Wholesale Societies and other bodies should be used for scholarships for research and education in summer schools leading ultimately to the organization, maintenance and equipment of a Cooperative College; that a central library be organized to circulate books and teaching aids; that week-end schools and a statistical and information bureau be established; and that cooperators support and work jointly with Ruskin College, the Worker's Education Association, and similar institutions.

In view of the fact that educational committees have not, as a whole, sufficiently risen to the task imposed upon them as educators of cooperative opinion, the following recommendations are made; in order to insure better coordination of its activities, the Educational Committee should include representatives of the management committee, the guilds and the employees; the executive bodies of the sectional educational association and the sectional boards should meet together, at least once a year, to discuss matters of educational importance to the Movement and to the societies in the section, and at the same time form closer relationships. An annual joint meeting of the executives of all of the associations is recommended as a means of bringing the associations in closer contact with each other; trade schools should be organized in connection with the Cooperative Union, and scholarships should be granted to students at cooperative summer schools and other centers of instruction; a closer link should be established between the three guilds of the Education Department of the Union; there should be a conference of teachers to provide opportunities for them to meet and discuss their problems which would lead to greater efficiency; societies should be urged to utilize available advisory services to them in the Educational Department of the Union more freely than they have in the past; the appointment of travelling teachers and the compilation of educational accounts should be on a uniform plan.



126. HALL, F., M.A., B. Com., adviser of studies, Cooperative union, ltd. The Work of a cooperative educational association. Manchester, Eng.: Cooperative Union, Ltd., 1918. 11 pp. With appendix. (Publ. no. 155.)  
Av. in N.Y.P.L.

Mr. Hall says that it is his purpose to offer constructive criticism and suggestions concerning the program of the educational committee of the Cooperative Union. The object of this program should be to organize a body of men and women to whom Cooperation is a mode of living as well as a mode of training. He discusses how an educational committee can best stimulate the formation of classes, study circles, week-end meetings, open-air and other meetings for propaganda, and the circulation of cooperative literature.

The Appendix contains an extract from a report presented to the Swansea Congress of the Cooperative Union, held in 1917. It discusses the deficiencies of the existing educational associations, and recommends their reorganization.

127. HULL, J.T., in charge of education and publicity, Manitoba Wheat pool. Cooperative education. (Cooperative marketing journal, (Walton Peteet and Robin Hood), Washington, D.C. and Memphis, Tenn., May, 1929, v. 3, no. 3, pp. 77-82.)  
Av. in Col.

In order to understand the meaning of cooperative education, it is necessary to go beyond the dictionary and look at the modern Cooperative Movement historically. The examples selected by the author (Robert Owen, Dr. William King, and the Rochdale Pioneers) show that the Cooperative Movement, at the very outset, was not merely a business proposition but a specific method of realizing a definite social philosophy in a new social order. Cooperation challenges the existing order; it seeks to replace self-interest by the common good; the profit motive by the motive of service; competition by working together; wealth for the few and poverty for the many by the ideal of the Cooperative Commonwealth, with neither extremes of wealth nor poverty. In the light of this ideal, the author defines cooperative education as "the application of a body of associated ideas to the intelligent direction of social evolution toward an order of social justice."

The outline of subject-matter in cooperative education includes the history of the Movement, which means knowledge of the origin and development of society itself, because Cooperation is at the very roots of society. The cooperator should know something of the science of economics, because it is the science of human effort applied to natural resources for the satisfaction of human needs. The cooperator, furthermore, should study political science, with emphasis on the theory of the state, its origin and place in social development, and the relation of the individual and his institution to the state. The plan should also include the technique of cooperative enterprise.

The method of conducting education within the Movement is considered by the author. This includes the work of schools in rural districts, the summer schools for those directly interested in the work of cooperatives, the press and the radio. With respect to the teaching of Cooperation in the schools, it is stated that there is quite a demand for direct instruction in cooperative principles in the elementary and high schools, and that a text-book on Cooperation has been prepared for use in high schools in the United States.

128. INTER-PROVINCIAL EDUCATIONAL COMMITTEE OF CANADIAN WHEAT POOLS, WINNIPEG, CAN. Report of the Inter-Provincial educational committee



of the Canadian wheat pools, Oct. 21, 1929. Winnipeg, Can., 1929. 7op.  
 Mimeographed.  
 Av. in N.Y.P.L.

The cooperative educational program of the Wheat Pools of Western Canada was inaugurated at a meeting of the Inter-Provincial Educational Committee. The first direct cooperative educational work conducted in the Province of Manitoba by the Manitoba Wheat Pool was the publication of the "Scoop Shovel" in September, 1924, with the ultimate objective of making it a magazine of agricultural cooperation; it later became the official organ of all of the cooperative enterprises in the Province. In 1925, a resolution was passed at the annual meeting, appropriating one-twentieth of a cent per bushel on all grain handled by the Pool for educational purposes. The directors established a Department of Education and Publicity and laid out a program of educational work. In 1926 an educational library was established; and in 1927 the Manitoba Cooperative Conference, with the support of the Government, made plans to establish a cooperative institute in conjunction with the Manitoba Agricultural College and the Manitoba Cooperative Marketing Board.

The Saskatchewan Pool has organized cooperative schools, and through its official organ, "The Western Producer," and radio talks of five or ten minutes each, publicized its cooperative reports. Other educational work is promoted by the Research and Education Department and the Market Branch of the Provincial Department of Agriculture.

The Government of Saskatchewan has assisted the Alberta Pool by appointing a supervisor of all cooperative activities. The Alberta Cooperative Council has been formed to develop cooperative education, to coordinate all cooperative activities, and to form a link between cooperatives and government agencies. Four Alberta schools of agriculture are assisting by giving lecture courses on cooperative marketing; radio talks are given in the autumn, winter and spring; a library has been opened; and their ultimate goal is the establishment of a cooperative school or institute in the very near future.

129. LANDIS, BENSON Y., assoc.-secretary, Dept. of research and education, Federal Council of churches. Swedish cooperatives promote adult education. (Consumers cooperation, (Cooperative League of U.S.), New York, Sept., 1938, v. 24, no.9, p.132.)  
 Av. in N.Y.U.-WA.

This article contains information on adult education in Sweden. It was gathered by Mr. Axel Gjores of the Kooperativa Förbundet.

Consumers' Cooperatives are considered one of the most important agencies of adult education in Sweden. They are the largest publishers of economic books in that country, and the weekly journal which they publish is the most widely circulated paper in the nation. They have also established their own college to train employees, committeemen, and specially selected members. Study circles were started in 1920 and have been fully developed. Systematic courses are given by correspondence. Mr. Gjores further stated that as a rule two and one-half percent of the net surplus is voted for education, but every society that he could think of was spending more than that.

130. NAWAB, S.M. Organization of co-operative education. (Bombay co-operative quarterly, (Provincial Co-operative Institute), Bombay, India, Sept., 1931, v. 15, serial no.2, pp.73-78.)  
 Av. in N.Y.P.L.

The present stagnation of the Cooperative Movement in India is due to a lack of cooperative knowledge. The author suggests the establishment of educational associations or committees consisting of representatives from the cooperative societies within the area, the

Central Bank, local federations, and district educational boards. The committees' functions, among other things, would include organizing cooperative guilds and social clubs.

Educational activities of the cooperative societies are listed under three heads: general and cultural; cooperative-technical; and cooperative. The Royal Commission finds that the cooperative societies are especially fitted to undertake the work of adult education, and believes that they should receive contributions from provincial revenues and from banks in addition to funds raised privately.

It is conceded that the Cooperative Movement has done little heretofore for the general and cultural education of India. Literacy, observes Mr. Newb, is the first condition of the success of the movement in the East. The Punjab, where a central union exists, has taken the lead so far in educational progress.

131. PLYMOUTH CO-OPERATIVE SOCIETY LIMITED, PLYMOUTH, ENG. The Education committee's programme, winter session 1920-1921. Plymouth, 1920.  
24 pp.  
Av. in Coop. L.

The Educational Committee of the Plymouth Society consists of five members elected by the Society. The Committee is financed by two special educational funds, formed by the appropriation of 2½ per cent of the Society's trading surplus. The purpose of the work of the Educational Committee is to teach the principles, the theory and the history of the Cooperative Movement, to inspire the young members with the high ideals of the Rochdale Pioneers, and to train men and women to take part in the reconstruction of the social and economic life.

The program includes the formation of classes for adults and for juniors, the organization of discussion groups, public lectures, propaganda meetings, and concerts, and the publishing and circulating of cooperative literature. The dates and the fees for all these activities are indicated in the program.

132. PLYMOUTH CO-OPERATIVE SOCIETY, LTD., EDUCATIONAL DEPARTMENT, PLYMOUTH ENG. The Education committee's reports, 1920-1921. Plymouth, Eng., 1920-1921. 4 half-yearly reports, From 12 to 16 pp. each. With tables.  
Av. in Coop. L.

Four pamphlets issued semi-annually by the Education Department of the Plymouth Cooperative Society, Limited, constitute part of the series of the Education Committee's reports. They cover half-yearly periods between January, 1920 and December, 1921.

The report for the period from January to July, 1920, was prepared by the Education Committee for presentation to the interim meeting of members held on July 20th, 1920. It summarizes the diversified activities of the Education Committee, which embraced the "Saturday Night Concerts," public lectures and recitals, the work in the library, district propaganda meetings, the adult classes, junior and intermediate classes, the junior comradeship, the fourth week-end school at Whymptstone, the Summer School, cooperative literature, and relations with other bodies. Appendices contain a bibliography of books read in, or borrowed from, the cooperative library, giving description of books and their number, per month and aggregate; examination results, stating the subjects taught, number of students attending the classes, as well as those who passed examination. There is also contained a curriculum of the Fifth Summer School announced for Whymptstone Hall, Plymouth on September 4, 1920.

Succeeding reports for the periods from July to December, 1920, January to July, 1921, and July to December, 1921, describe the work of the Education Committee during semi-annual periods, which were conducted along the lines described in the report for the period from January to July, 1920.

The reports indicate that more members have taken interest in the activities of the Education Department, although not to the extent anticipated, and express hope that it will become a source of help, inspiration and influence in the Society. The Committee complains that its operation was seriously handicapped by the reduction of the grant for society instruction.

153. POLOVTSEV, Dr. V.N. Educational activities of Russian co-operation. (Russian cooperator, London, Eng., Jan., 1919, v. 3, no.1, pp. 6-7.) Av. in N.Y.P.L.

Cooperation in Russia derives a great deal of its power and influence from the fact that "it caters not only for the strictly material and economic but also for the cultural needs of the population." All the larger cooperative unions have their educational departments, which are instrumental in establishing libraries, cooperative courses, and schools, spreading general knowledge and providing popular entertainment.

Every educational department has its own staff of instructors; many of them possess special schools for the training of instructors for the work of disseminating cooperative ideas and cooperative knowledge. The instructors visit every village and every cooperative society, teaching bookkeeping and assisting and supervising the organization of cooperative production and cooperative trade.

Nearly every cooperative union publishes one or more periodicals, and a great deal of literature on Cooperation, and there is a request not only for books on Cooperation, but also books dealing with economic, social, and political questions. The spread of special cooperative instruction is considerable, with many schools opened for cooperators, and over forty cooperative courses organized in different parts of European Russia in 1918. Educational facilities have been secured for cooperators in numerous elementary and high schools.

In January, 1918, a conference of the educational departments of cooperative organizations was convoked in Moscow by the All-Russian Union of Consumers' Societies. The delegates were unanimous in declaring that an intense desire for knowledge has arisen among the peasants, and it is urgently necessary to enlarge the non-commercial activities of all central and local cooperative unions. Nearly everywhere cooperative unions and societies have to meet a large demand for books and journals. The question of education, providing of schools, and the so-called after-care of cooperative and professional instruction, and of suitable entertainments for the working classes, are included in the activities of the educational department of the All-Russian Union of Consumers' Societies.

The prospects of the Union in the domain of its educational work are formulated as follows:-

"The Union must assist the cultural work of local, municipal, and Zemstvo bodies in all branches of juvenile and adult education.

"It has to develop the people's own cooperative organizations, cooperative educational associations, cooperative clubs, libraries, popular entertainments, etc.

"It has to continue and to intensify cooperative and cultural propaganda among the population by distributing cooperative and other literature, by organizing courses of lectures, conferences, literary 'at homes,' advisory boards, etc."



The Union of Unions in Siberia, called "Zakupsbyt," has an educational department, which coordinates the exchange of lectures on Cooperation between the different districts of the Siberian territory; it elaborates schemes and organizes non-commercial conferences of co-operators. It started a law advisory bureau and gives courses on book-keeping and on special questions of Cooperation embracing a wide educational program. The department is a veritable university. It has established its own central cultural institutions, such as statistical departments, propaganda offices, a central library of cooperation, colleges for instructors.

134. RAE, W.R., chairman, Central education committee, Cooperative union, Ltd. Cooperative education. (Cooperative review, (Cooperative Union, Ltd.), Manchester, Eng., Jan. 1928, v.2, no.7, pp.14-17.)  
Av. in R.S.

Only the success of the students justifies the existence of the cooperative schools. Mr. Rae urges a greater attendance in cooperative courses in order to enable co-operators to participate intelligently in discussions of cooperative problems. He gives as examples of the courses included in the program of the Central Education Committee of the Cooperative Union: economics, industrial history, and the theory of Cooperation; he shows how they lead to the fulfilment of what he considers the ultimate aim of cooperative education, industrial peace.

135. RAE, W.R., chairman, Central education committee, Cooperative union, Ltd. Cooperative education and the programme of the central education committee. Manchester, Eng.: The Cooperative Union, Ltd., 1916. 8 pp. With Bibl.  
Av. in Coop. L.

The value and importance of education in the Cooperative Movement was stressed by the author at the Lancaster Congress in England in 1916. Cooperative education is building a system of voluntary collectivism based on pure democracy, a system which cannot be realized without knowledge. It tries to give information and is concerned not only with what the cooperator should know as a member and as a prospective controller of the affairs of his society, but also with what the cooperator who becomes the practical distributor or the producer in the factory should acquire to fit him for service in that more technical direction.

Mr. Rae offers a program of work to promote cooperative education, naming correspondence schools, courses in technical training and apprentice shops. He cites a number of books that are especially appropriate for information on the Cooperative Movement. Certain of these are: "Our Story," by Miss Nicholson; "The Cooperative Movement and the Place of the Member in It," by Clayton; "Our Circle"; "Economics and Cooperation"; "Control of Raw Materials"; and "Citizenship."

The idea of the welfare of the group over the welfare of the individual should dominate the courses given in cooperative schools, co-operators should be made to feel that life is a better economic study than property, and "production should satisfy human needs instead of providing individual profit."

136. RAE, W.R. How best can cooperative societies utilize their educational funds...? Manchester, Eng.: Cooperative Union, Ltd., 1904. 12 pp. With diagr. (Publ. no.127.)  
Av. in N.Y.P.L.

The early leaders of the Cooperative Movement were painfully aware of the hindrances caused by want of education, and, as a result, found their advocacy of new ideas frequently balked by suspicion and ignorance. The foresight that led them to include education with the powers of production, distribution, and government is especially admirable.

Decrying the "smug satisfaction" with the small amount of progress since achieved in education, Mr. Rae sums up his educational program in the following manner. Each society should set aside a fixed part of its profits for educational works. This fund is to be administered by a special committee, and reported to the membership at special meetings. A permanent secretary should be engaged to devote his entire time to this work. Specialized economic libraries only should be established, and these only when the public library fails to reach the desired standard. Every help will be given in the formation of branches of the Women's Guild, and classes for juniors and adults will be formed for the study of "Cooperation" and kindred subjects. Facilities should be given to members and their children through payment of fees, establishment of scholarships, and like measures, to take advantage of the opportunities afforded in their own district for secondary and technical education. Meetings of an educational nature, lectures and other similar gatherings should be arranged by every society during the winter months. Connection with other educational authorities should be sought and maintained. Education should never be allowed to become simply an advertising agency for the trading interests of the society. Bookkeeping classes should be formed. Assistance should be given to managers and other officials to qualify for managers' and officials' diplomas. Every encouragement should be given to secretaries to attend special conferences where matters affecting their work are discussed.

137. RAE, W.R. The Work of an educational committee. Manchester, Eng.: Cooperative Union, Ltd., n.d. 15 pp. (Publ. no.132.)  
Av. in N.Y.P.L.

The work of the educational committee is "doing all that lies in its power, or can be brought within its range, to bring about the realization of the ideal cooperator." In the rules of most cooperative societies, moreover, one finds the all-inclusive statement which sets forth the work of an education committee as "to promote education and recreation for the members."

In this manual a more detailed outline is proposed as to what cooperative education ought to encompass. It is the contention of the author that an educational committee of a cooperative should give to its members information in regard to the past, present and future conditions of industry, and the relationship that exists between the worker and his work on the one hand, and between the employer and the employee on the other. The ideal cooperator should be aware of the existence of the evils that have cursed industry and of their remedy. He should also be assisted to comprehend the duties, responsibilities, and importance of being a citizen, a unit in a great community. The committee should keep a watchful eye on proposed amendments of such acts and statutes as bear upon industrial life, but it should not enter into politics.

138. REDFERN, PERCY. Unity of trade and education. (Cooperative review, (Cooperative Union, Ltd.), Manchester, Eng., July, 1930, v.4, no.22, pp.150-153.)  
Av. in R.S.

Trade and educational activities must go forward as component parts of the united effort to extend the principles of Cooperation. Less advertising and more understanding is necessary in educating the consumer. The cooperative employer imbued with a full understanding of the principles of Cooperation can in innumerable ways transmit this spirit to the consumer.

Before publicity is launched in the drive for new members, the six-million-odd members of the British cooperative societies should be made to realize the significance of their own record in buying and selling through cooperative organizations. If this record presents a loyal adherence to cooperative principles, it will appeal to prospective members.

Publicity workers who know their subject and who are skilled in the art of presentation can do much to explain the Movement to new members by means of short speeches, lectures, personal invitations for an "At Home," and adult classes that will give persons an understanding of cooperative trade and shopping.

139. RUSSIAN COOPERATOR. Educational activities of cooperation in Russia. (London, Eng., May, 1918, v.2, no.6, p.87.)  
Av. in N.Y.P.L.

Some of the educational activities of the Central Educational Committee of the Cooperative Societies of Altai, Russia, are given briefly in this article.

The objective of the Committee is to "carry on in the villages a campaign of political education and generally promote the spread of knowledge and education." To attain this end, activities were established to promote political education, libraries were opened, and newspapers, journals and books were published.

140. RUSSIAN COOPERATOR. Suppression of cooperative educational activity. (Joint Committee of Russian Cooperative Organizations in London, London, Eng., Aug.-Sept. 1920, v.4, nos. 8-9, p. 126.)  
Av. in N.Y.P.L.

This article presents a commentary on cooperative educational activities in Russia from 1918 to 1920, when the transformation of consumers' cooperation into a Government machinery for the distribution of products, was followed by a total suppression of the educational activities of cooperative organizations.

As far back as in 1918, nearly 100 cooperative periodicals were in existence. The "Centrosoyus" and other provincial unions founded publishing departments, which were issuing numerous books and pamphlets on Cooperation and other questions of economic and social interest. Many schools for training cooperative workers and instructors, as well as the Moscow Cooperative Institute, where lectures and courses were held on subjects connected with Cooperation, were open to the public. Nearly 1,000 special instructors and organizers were busy all over Russia helping to raise Cooperation to an adequate standard. Cooperatives participated widely in the creation of educational enterprises of all kinds.

In Russia, Cooperation, in addition to its purely economic significance, proved to be a highly important civilizing agent, introducing universally into its educational work the elements of self-government.

All these educational activities of the cooperatives have been nullified as useless by Government decrees, according to the Joint Committee at London.



141. SALKELD, J.H. The Educational feature in connection with cooperative stores. (Cooperator, (F.Pitman and Henry Pitman), London and Manchester, Eng., Mar., 1861, no.10, p.141.)  
Av. in Col.

A two and one half percent permanent tax on the profits of all cooperatives is urged as an educational tax. The author solicits the advice of Mr. William Cooper on the advisability of this measure.

Mr. Salkeld is a member of a commission appointed to enquire into and report on the present position and future wants of the literary department of the cooperative store at Ancoats, Manchester. His belief is that Manchester must take the lead in obtaining compulsory educational taxation.

142. THE SECRETARIAT OF THE SWEDISH GUILD. Youth and co-operation. London, Eng.: International Co-operative Women's Guild, circa 1937. 20 pp.  
Published for the Paris Conference, 1937.  
Av. in Coop. L.

Contents: Introduction - p. 1. Chap. I. For All - Through All - 2; II. Cooperation and Social Economy - 5; III. Cooperation and Education in Economics - 6; IV. Education of Cooperative Youth - 8; V. Cooperative Education in the Schools - 14; IV. Holiday Homes and Camps - 17; VII. Youth and the Cooperative Spirit - 19.

This booklet describes the necessity for cooperative education for young people and the programs that are carried out in various parts of the world to meet this need.

The Cooperative Movement is not generally attractive to young persons and makes little appeal to their love of the romantic and magnificent. Nevertheless, for the future well-being of the Movement it must interest youth in its aims. This can be done by the proper educational methods. It is pointed out that the main problem of modern society is to ensure both collective cooperation and individual liberty. The consumers' cooperative movement can do this best, and one of the main objects of cooperative propaganda must be to show this Movement's value as a social force. The cooperatives have an effect upon the economy of the State and propaganda for young persons must be drawn on broad lines to show the beneficial influence of Cooperation upon the general social economic field.

The Swedish movement to instruct youth in the field of social economy is described at some length. Attention is given in particular to the publishing activity of the Swedish Cooperative Union and to its youth courses given in its college at Val Gard. These activities are concentrated mainly on propaganda for young persons who are not cooperators.

The remainder of the book describes the educational efforts of the Movement for its own members. Because the consumers' cooperatives are democratic, and influenced by the vote of the individual, it is vital for each person to be able to acquire a thorough knowledge of cooperative theory and practice, and this training must be of a type that will be attractive to youth. The training of the child should really begin with the mother, and children from the very earliest age should be brought in touch with the Movement. The idea of organizing children's groups originated in England some fifty years ago, and now in England, Scotland, the Northern States Consumers' Movement of the United States, and, to a certain extent, in Spain, there are separate groups for young people between the ages of 14 and 25. In Belgium an

attempt to do this was made in 1927 and since 1932 the Liege Federation of Guilds has given special prominence to the question of children's groups. In Austria, the G8c Lads (groups which combine sports with cooperative training) were organized, and before February, 1934 there were more than 200 of these groups. There are very similar activities in Bulgaria, Switzerland, Czechoslovakia, Finland, and Sweden.

The main object of schools should be to enable the pupils to gain knowledge that will fit them for future community life. In most countries, however, the schools place more stress upon the accumulation of knowledge than upon the development of a cooperative spirit. In a number of places, scholars' cooperatives, usually in the form of miniature consumers' societies, have been organized. France was the pioneer in this type of work. There are now some 10,000 groups with a membership of 200,000. Poland is second in the number of these scholars' clubs. They exist also in Latvia, the Soviet Union, Belgium, Bulgaria, Czechoslovakia, Mexico, and French East Africa. In Scandinavia such school clubs have gained a footing only in some of the people's high schools.

In many countries, holiday homes and camps are supported by the guilds. In Belgium, the guilds support the "Workers' Holiday Cooperative." The Bulgarian Guild, with the support of other cooperative institutions, has organized children's camps since 1931. Like facilities exist in Spain, Great Britain, and parts of the United States. In Switzerland, youth hostels have been organized by the Basle Society.

As consumers' cooperation aims at serving the family, there should be a family spirit in the guilds. Family gatherings should be arranged. Excursions should be organized during the summer, and study trips to cooperative undertakings should be carried on. It is also important that young persons be elected to the governing bodies of the guilds and that cooperative study work be planned for the younger cooperators. However, as Cooperation is to be a youthful movement, it must not only attract young people, but it must also fill its members, whatever their age may be, with a youthful spirit.

143. SHARP, Miss. Cooperative education. Manchester, Eng.: Central Cooperative Board, Cooperative Union, Ltd., 1886. 12 pp.  
Paper read at the Congress at Plymouth, Whitsuntide, 1886.  
Av. in Col.

The Cooperative Movement has already given its members much in the way of improved material comfort, thrift, business power, independence and dignity. Now it is hoped that it will give its members more and clearer knowledge about the many things that concern our everyday lives with each other, which will make it easier to live worthily as well as comfortably.

The objectives in disseminating this knowledge are to give to younger generations a knowledge of the principles and practices of Cooperation and to provide training in the spirit of English citizenship. Sectional and district conferences, periodical members' conferences, district committees to serve as information centers, lectures, reading and discussion groups, the printing of a district organ, and finally, the use of the text-book "Workingmen Cooperators" are all methods of meeting these aims.

The approximate cost of utilizing these methods is given, and their comparative feasibility, according to the writer's experience, is appraised.

The booklet is suggested for use as a practical guide (1886).

144. SHISHKIN, M.D. Educational activities of cooperative societies.  
Translated by A. Terekhov. (Russian cooperator, London, Feb., 1918,  
v. 2, no. 3, pp. 39-40.)  
Summary of a paper read at the Congress of Labor Cooperative Societies  
in Russia.  
Av. in N.Y.P.L.

The author describes an extensive program of educational work undertaken by workers' cooperative societies in Russia. He advocates that the cooperatives unite with other labor organizations in furthering the process of workers' education, so that socialistic rather than middle-class ideals might prevail. The new municipal authorities, created on a democratic franchise, will introduce general and free education on a broad basis. These authorities, Dr. Shishkin feels, will be unable to emancipate themselves from middle-class ideals, and will accordingly inculcate teachings favorable to capitalism.

The chief aim of the educational work of labor cooperation and other forms of the labor movement are the training of its own intellectual forces, and the diffusion of true knowledge and art among the masses of workmen.

Labor cooperatives should disseminate propaganda for Cooperation and spread general knowledge. The establishment of libraries, clubs, labor universities, schools and courses for labor, and theatres, must be the immediate aim of the educational work of cooperation. The work must be based on the self-activity of the masses, for which purpose cooperative societies must create special organizations to carry out their objects. They must promote all sorts of clubs, musical and dramatic circles, educational committees and similar organizations, and unite their efforts with those of kindred organizations. Educational activities are an indispensable part of the general activities of Cooperation.

Pointing out that many of the existing "Cooperative Societies of Workmen" are doing most useful work in the sphere of training, the writer gives a detailed description of the educational activities of the Central Labor Cooperative Society of Moscow, the Cooperative Society "Obiedineniye" in Kharkov, and of the cooperative societies of the district of Ardatov, in the Government of Nijni-Novgorod.

145. SMYSER, SELDEN. Cooperative education: some interesting information as to how cooperation is used as a great power for good in Great Britain. (The Cooperative Journal: let us work together, (The Cooperative Education Publishing Co.), Oakland, Calif., Feb., 1908, v. 8, nos. 4-9, p. 7.)  
Av. in N.Y.P.L.

Mr. Smyser states that Cooperation is one of the great educational forces in Great Britain and that it is destined to have the same distinction in America. The ideals, methods and spirit of true Cooperation are a means of education for adults, supplying right views of life, the appreciation of character, sound views of business and industry, and a desire for the right relations between man and man, things that other means of education too often fail to supply. Citing some of the specific educational activities of the Cooperative Movement, such as Chautauquas, commercial schools, young peoples guilds, dramatic clubs, camera clubs, ambulance classes, musical associations, he tells of educational advances achieved through these subsidiary organizations. Outstanding are the Coventry Society, with 1,400 students listed on the rolls of its evening commercial school, and the Kinning Park Society of Glasgow, Scotland. The educational work of the Women's Guild is also commended.



It is pointed out that through cooperative education the "inner man" is more highly developed. The type of societies named above make for the establishment of true Cooperation, and therefore of a better world in which to live.

146. STOLPE, HERMAN. Cooperative education in Sweden. (International observer: a popular quarterly, (Peter Manniche, Ed), Copenhagen, Denmark, 1937, v.1, no.3, pp.111-114.)

A description is given of the cooperative educational system of the consumer's cooperative movement in Sweden. This particular activity includes the education of the members, officers and employees of all cooperatives, and a general education for consumers. Study groups have been formed for discussions, special training schools and courses have been instituted for the officers and employees of cooperative organizations, and correspondence schools have been initiated for those not reached in any other manner. The consumers' cooperative movement also upholds the principle that "cooperative activity shall be financed by the movement's own capital."

The far-reaching success of the Movement in Scandinavia has made the cooperator feel that the cooperative capital spent for education is more than repaying itself, both in dividends of human happiness and in the contentment of the cooperators themselves.

147. UNION OF SOUTH AFRICA. COMMISSION ON COOPERATION AND AGRICULTURAL CREDIT. The Need of education in cooperation. In: Report of the commission to inquire into cooperation and agricultural credit, Union of South Africa, (Cape Times Limited), Cape Town, Union of South Africa, 1934, pp. 193-195.  
Av. in N.Y.P.L.

The development of agricultural cooperation in South Africa has been retarded because of inadequate educational facilities, which can only be remedied by special training and lectures in the various schools of agriculture and those schools where farmers' children and prospective farmers receive their education; by cooperative conferences, propaganda, and the study by Government officials of Cooperation in practice and principles in order to better help farmers. They agree that "The promotion of agriculture in the marketing or distributing stage is not less important than the promotion of agriculture in the production stage."

The Commission also believes that cooperative education is necessary for the continued supply of trained leaders and for the presentation of the spirit of Cooperation and such practical results as the establishment of organized scientific marketing and production favorably affecting the economy of the nation. They cite the "folk high schools" of Denmark where they not only offer education on the consumer's type of organization, but afford education in the development of the agricultural type of cooperation.

Concluding the 1934 report, the Commission recommended six measures of educational service and it introduced a motion to secure uniformity of action that would stimulate the Cooperative Movement in South Africa and insure the future of its officials.

148. WATKINS, W.P., B.A. Cooperation and adolescence. (Review of international cooperation, (International Cooperative Alliance), London, Oct., 1939, 32nd. year, no. 10, pp. 481-484.)  
Av. in N.Y.P.L.

Mr. Watkins says that during the past year, the education of adolescent groups has made little advance and has suffered serious setbacks. The most serious failure was the dissolution of "Les Jeunes-ses Coopératistes", but the Comrades' Circle in England, which is well established, shows no marked increases, nor have the results of its training been important to the Cooperative Movement as a whole.

It is questionable, in the author's opinion, whether any segregation of young people into adolescent groups is wise. He feels that age is no more relevant to the real problems of Cooperation than sex, creed, colour or nationality. It is true, of course, that it is necessary not only to disseminate cooperative information amongst adolescents, but effective education must be provided for those who wish to engage in active work in the Movement. However, Mr. Watkins finds that a system of local groups for study, research and propaganda, such as exists in Sweden, offers better opportunities of bringing young recruits into active collaboration with the older generation of co-operators than the laborious, expensive and uncertain method of establishing a special youth organization.

149. WATKINS, W.P., B.A. Cooperative education to-day. (Review of international cooperation, (International Cooperative Alliance), London, Eng., Jan., 1940, 33rd year, no.1, pp.19-22.)  
Av. in N.Y.P.L.

The war has hampered cooperative educational work both in warring and in the non-belligerent countries. The call to men for active service, although disrupting, was not new, but the wholesale evacuations, air bombardments, blackouts, and the restrictions placed upon public meetings, have created unprecedented obstacles. The writer emphasizes, however, that to discontinue educational efforts because of these handicaps would be extremely detrimental to the Cooperative Movement.

Since price regulations and other restrictions have deprived the Movement of one phase of its appeal to the public, the educational campaign must concentrate upon the moral principles of the Movement and their bearing on the problem of building a better system of national relations. The gap caused by the necessary discontinuance of the usual classes and lectures may be filled in part by correspondence courses and small meetings in private homes, much like the "Kitchen Clubs" of Nova Scotia.

The press also increases in importance under such conditions, and not only should the current journals continue to be published, but a series of low-priced booklets and objective, informative brochures may prove useful. In countries where there is mobilization, the Movement, if permitted to do so, should be ready to supply lectures, organizers, books, films and equipment to take part in the educational programs for the men.

Mr. Watkins makes two further suggestions, that cooperative educators make up during the long summer days the time that was lost during the winter, and that they are to realize that the task in hand is not to save halfpence but to rebuild civilization. He concludes by saying: "To lead people's minds along constructive channels and to help forward the work by multiplying the number of intelligent and competent builders is, in war time more than ever, more than in peace time, the mission of cooperative education."

150. WATKINS, W.P., B.A. National organisation of co-operative education. (Review of international cooperation, (International Cooperative Alliance), London, Jan., 1938, 31st. year, no.1, pp.20-24.)  
Av. in N.Y.P.L.

National organization is the most highly developed of the three

local, national, and international educational organizations of the Cooperative Movement, and the advance of the other two systems depends upon the extension of the national.

Although it is true that the periodicals of the cooperative societies enjoy a wide circulation, if the essence of cooperative education consists in intellectual discipline in association, the results obtained from gathering information and ideas from the press are insufficient. The primary essential for cooperative education is to make it accessible, and for this reason a national system of cooperative education must be based on innumerable local groups of students studying the elements of Cooperation. These courses are not to be considered as preliminary to advanced study only, but are to increase the information of local members concerning the needs of their individual cooperatives.

A number of new study outlines for such courses may be added each year, but continuity demands that the student progress to more advanced courses organized on a national basis. These advanced courses may be divided into two types: special training for committee members and other categories of elected officers; a course intended to enlarge the student's knowledge of cooperative and social affairs in general rather than to give any special training. The principal aim of these national courses is to break down local prejudices and to give students a truer conception of the National Movement. Because of the underdevelopment of local educational work, these courses have not yielded their full value. The British Union, because of the fact that many students have attended the national courses without local preparatory work, has organized special advanced courses for those who have had preliminary training. Tours of study and information are also used in this training. In virtually all the countries of the International Cooperative Alliance, technical and cooperative training of the Movement's employees and officials is further advanced than the other phases of cooperative education.

Mr. Watkins explains that this article has proceeded on the assumption that the Cooperative Movement "is and must be" entirely responsible for the education of its members, and that this is true in the majority of the countries. In other countries subsidies are given to educational institutions. However, it is the author's belief that education includes more than instruction, and that the Movement cannot hand over the teaching of its own principles to the State.



#### IV. FORMAL TEACHING OF COOPERATION

##### A. IN THE UNITED STATES

151. AGRICULTURAL COOPERATION. Cooperative marketing school in Georgia. (U.S. Bureau of Agricultural Economics, Dept. of Agriculture, Washington, D.C., Jan., 1927, v.5, no.1, p.1.)  
Av. in Col.

Early in 1927, the United States Department of Agriculture announced plans for a Cooperative Marketing School to be held at Athens, Georgia, under the auspices of the Georgia State College of Agriculture.

The Division of Cooperative Marketing of the Department of Agriculture has to assist in the program, as well as various marketing associations of the state. The school was designed to aid directors and employees of cooperative associations. Concentration on problems of business management and membership relations was held to be of outstanding importance by proponents of this educational program for the South.

152. AGRICULTURAL COOPERATION. Increased enrollment at second Cooperative institute. (U.S. Bureau of Agricultural Economics, Dept. of Agriculture, Washington, D.C., Aug., 1926, v.4, no.16, pp.317.)  
Av. in Col.

According to figures released by the United States Bureau of Agricultural Economics late in the summer of 1926, enrollment for the second session of the American Institute of Cooperation, held at the University of Minnesota from June 21 to July 17 of that year was 60 percent greater than the first session. It is pointed out that those participating came from 32 states and 9 foreign countries and that there were representatives from the teaching staffs of most of the colleges and State universities in the United States giving special attention to the subject of Agricultural Cooperation.

Stressed during the session were the seven topics of vital interest to the Cooperative Movement, namely: organization; market analysis; production; program; field service; educational work; publicity and finance and credit.

The Government report concludes with the announcement, "...that the 1926 session will be published in four volumes and distributed to those desiring copies at a charge of \$20 for the set."

153. AGRICULTURAL COOPERATION. Institute of cooperation announces third session. (U. S. Bureau of Agricultural Economics, Dept. of Agriculture, Washington, Mar., 1927, v.5, no.6, p.97.)  
Av. in Col.

This article serves as an announcement for the third summer session of the American Institute of Cooperation which will be held from June 20 to July 16 in cooperation with the Northwestern University School of Commerce. Several special features will be prepared, including a joint meeting of the national association of attorneys of

cooperative associations and the associations of cooperative accountants.

Five courses for advanced college students which will be credited by Northwestern University will be offered in addition to the regular courses. These special classes will be: Terminal Market Functions and the Cooperative Association; the Organization and Membership Problems of California Cooperative Associations; Price Objective of Cooperative Organizations; Problems of Cooperative Dairy Marketing; Cooperative Management Problems.

154. ALFROS, J.L., registrar, Cooperative educational institute of Brooklyn. Supplementary report on schools conducted cooperatively. In: Report of proceedings of the third congress of the Cooperative League, at Chicago, Ill., Oct., 1922, (Cooperative League), New York, 1922, pp. 31-34.  
Av. in N.Y.P.L., R.S.

Appearing in a certain report published in 1922, over the signature of the registrar of a Brooklyn institute, was an account of the unusual procedure of cooperative schools in Greater New York.

The policies of cooperative schools in greater New York are explained by Registrar Alfros: the students choose their own teachers, decide their curriculum; determine their personal tuition fees; elect their administrative board; manage their own business affairs; choose their holidays; and distribute the surplus (in cash) among the student members. Prominent educators are studying this new era of education with great interest.

The present enrollment numbers 300 students, housed in a modern school building with everything necessary for efficiency. Ten instructors are employed in addition to visiting lectures. This school is represented by former students in almost every college and university east of the Mississippi River.

155. AMERICAN FEDERATION OF TEACHERS, NEW YORK. Fifth annual conference of teachers in workers' education at Brookwood, Feb. 24 - 26, 1928. Edited by a committee of local 189. Katonah, N.Y., 1928. 74 pp.  
At head of title: The Place of Workers' Education in the Labor Movement. Only the following material deals with cooperation: Education in the Consumers' Cooperative Movement, Cedric Long-pp. 45-48.  
Av. in Coop. L.

A representative of the American Federation of Teachers briefly sketches the philosophy and practice of two types of education carried on by the Cooperative League of the United States.

The first type, it appears, is that of intensive instruction for officials, employees or prospective employees through the medium of training schools or correspondence courses. Each session, (lasting from six to eight weeks) includes such subjects in its curriculum as bookkeeping, problems of organization and administration of cooperative business, theory and history of consumers' cooperation, etc.

The second type is a more general plan of cooperative education devised for the rank and file of the membership and for the general purchasing public. In aiming to secure additional membership by interesting the man in the street, simple educational propaganda is made use of. Educational work is concerned with objective materials, avoiding abstract theories and doctrines and fine distinction. Discussions on controversial subjects leading to disunity and factionalism should be avoided as cooperative groups encounter sufficient opposition from private industry without squandering their energies on intra-association argument.

156. AMERICAN INSTITUTE OF CO-OPERATION, WASHINGTON, D.C. Five days of pleasure and profit, American institute of co-operation, University of Wisconsin, July 9-July 14. Probably Washington, D.C., circa 1934.  
20 pp.  
Pages unnumbered.  
Av. in Coop. L.

In this announcement a tentative draft is given of the program of the Tenth Annual Summer Session of the American Institute of Cooperation, to be held at Madison, Wisconsin, in July, 1934.

The American Institute of Cooperation (according to a brief history given) is an educational non-profit enterprise incorporated under the laws of the District of Columbia in January, 1925. Supported by voluntary contributions, it is controlled by 36 participating organizations, and managed by a Board of Trustees selected by them. The purpose of the Institute is, among other things, to collect and make available a body of knowledge concerning the Cooperative Movement, to train leaders and workers in the Movement, to serve as a means of assisting educational institutions throughout the United States, and to improve teaching courses in Cooperation.

The program of the Tenth Annual Session of the Institute, to be held at the University of Wisconsin, (State College of Agriculture) in Madison, lays special emphasis on the questions raised by the efforts of the Federal Government to control production and improve prices. At the general morning sessions addresses will be delivered by national agricultural leaders on such topics as Cooperation Under the New Deal, Cooperative Financing Problems and Cooperation in the Dairy and Livestock Industry, while a series of round table discussions will take place each afternoon. The "round tables" will deal with topics of special interest to cooperative leaders in the Middle West and Northwest, like compulsory control of production, production credit, codes and agreements, etc. The sessions are attended by all types of people interested in agricultural cooperation, office managers, directors and employees of cooperative organizations, extension and educational workers, agricultural economists, vocational teachers, farmers, members of cooperatives, and women. There are no fees. Participating organizations are listed in the prospectus.

Information is given regarding courses in agricultural cooperation for graduates and undergraduates, offered by the University of Wisconsin between June 25 and August 3, 1934.

157. AMERICAN INSTITUTE OF COOPERATION, WASHINGTON, D.C. A Four weeks' practical educational course in cooperation... first session. July 20 to Aug. 15, 1925. Washington, D.C., 1925. 7 pp. With illus.  
Pages unnumbered.  
Av. in Coop. L.

The American Institute of Cooperation, an educational institution incorporated under the laws of the District of Columbia, is inaugurating a four-week course in Cooperation to be held in Philadelphia in the summer of 1925. Topics for study are the organization, management, operation, membership problems, sales policies, price problems, economic principles and legal structure of cooperatives.

The student body will consist of cooperative leaders, active in the broader aspects of Cooperation. The teaching staff will include men selected from various cooperative organizations and leading educational institutions. The course is highly recommended for its practical aspects.



158. AMERICAN INSTITUTE OF COOPERATION, WASHINGTON, D.C. Report of round table committee on place and content of teaching cooperation in the public schools. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D.C., 1932, pp. 600-610. Av. in Col., N.Y.P.L., N.Y.U. - WA.

The Round Table Committee in submitting its report, offers the following suggestions to indicate the trend to be followed in teaching Cooperation. It sets forth the general objectives in teaching Cooperation, which are: (1) to see out social and economic facts and to form sound personal judgements regarding the common welfare of the various groups of which one is a member, (2) to know one's duty and rights and the duty and rights of others in relation to harmonizing individual and group action; and (3) to express the evidence of clear thinking regarding social and economic problems.

It states the guiding principles and assumptions in providing pupil experience adequate to give training in certain specific abilities which are: (1) the ability to cooperate intelligently and effectively with others is developed chiefly by providing opportunities for pupils actually to cooperate in working out projects which are socially and economically worthwhile; (2) general principles of Cooperation will be formulated on the basis of concrete experiences accumulated by pupils as they progress in their school studies, and (3) pupil activities in which cooperative action and reaction are encouraged should become a part of the early general training of all citizens.

It is the Committee's considered opinion that the future of the success of Cooperation depends largely on the training given to the children. The type of training needed to develop their abilities are outlined as: (1) determining the type of organization needed in a given situation and locality; (2) evaluating an existing cooperative organization; and (3) discharging one's membership responsibilities.

The importance of students participating in definite activities of their own or in adult cooperatives in order to acquaint themselves with the laws of cooperatives is stressed. So, also, is the giving of specialized courses to people engaged in other trades that they may understand the application of Cooperation to their own particular situation in the community life.

159. BALDERSTON, R. W., secretary, Inter-State milk producers assn. College training for cooperative service. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D.C., 1925, v. 1, pp. 194-197. Av. in C.C.N.Y., Col., N.Y.P.L., -WA.

A certain Conference held in Philadelphia, at the University of Pennsylvania, from July 20 to August 15, 1925, urged that all college men be trained in cooperative principles with special emphasis to those who will enter cooperative work. There is a definite need, it held, for national leaders, such as state and national marketing officials and inspectors and field men as buyers. There are already many who have been trained as county agents, extension specialists, college instructors, and field investigators.

It is this secretary's opinion that special training will remove many prevalent misconceptions concerning cooperatives, and will also offer opportunity for an interchange of ideas and suggestions. Cooperation, in the opinion of this practical business man, is not merely an economic movement, but rather a way of life for the masses.

160. BASS, ALTHA LEAH. A Cooperative nursery school. (The Survey, (Survey Associates, Inc.), New York, Nov. 1925, v.55, no. 4, pp. 217, 225.)  
Av. in N.Y.P.L., R. S.

The University of Chicago Nursery School, the first undertaking of its kind in America, has been cooperative since its inception nine years ago. It was formed by faculty wives and alumnae for group training of their very small children. The director of the school is necessarily a woman of thorough training and experience in the education of small children. She has one trained assistant, and each mother gives one half-day's service weekly, performing definitely assigned duties. It is proof of the real purpose of the school that these mothers are faithful in attendance.

The method of operation is explained together with the benefits derived by children and mothers. The author feels that the cooperative nursery school is a fertile field for experiment in child education and a source of increased maternal knowledge and understanding of her own and other children. She concludes that this pioneer work may serve both as a model educational institution of the day and as an incentive to further ventures in the field of the very young.

161. BEACH, B.F., manager, Michigan Milk producers assoc., Detroit, Mich. Opportunities for teaching agricultural cooperation in vocational educational work. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D.C., 1940, pp.334-336. The second of a series of articles under same title by different authors.  
Av. in N.Y.P.L.

The author, who believes that vocational educational work is more important to the farmer than any other branch of the state extension course, stresses its ability to offer unprejudiced fundamental information to producers. It is the office of the educational workers to secure information about various cooperatives and so instruct the producers that they will be better able to select the policies they should follow in the work of their cooperative organization. Children, called by Mr. Beach the farm leaders of tomorrow, are also to be taught the value of Cooperation. The author also notes that cooperative marketing has assumed so much importance that farmers now demand that the educators give this subject as much attention as is given to courses on livestock, dairying, soil, and crops.

In the opinion of Mr. Beach, there is some danger that the relationship between the vocational educator and the farmer become strained because of prejudice or misinformation. This may best be combatted by the schools, which give courses throughout the year. Through this medium, farm leaders can bring about an exchange of thought to clarify confused and unsound thinking on the part of those who may have been so misinformed.

162. BLACK, JOHN D., prof. of economics, Harvard University. Cooperation as a field of research. In: Research in agricultural cooperation: scope and method, (Social Science Research Council), New York, June, 1933, no. 15, pp. 4-8.  
Av. in Col., N.Y.P.L., R.S.

Written by a professor of economics at Harvard, this monograph is based on a report (one of a series on Scope and Method relative to research in various fields of agricultural economics and rural sociology) in which the word Cooperation is carefully defined as only applicable to forms of organized collective efforts of the commercial type.



Dr. Black holds that such enterprises must be democratically owned and managed by the members and conducted for the interest of those who generate the business handled, so that the savings and profits ~~are~~ distributed likewise in proportion, and not according to equities held. Such farmers' organizations as the National Grange are excluded as they are held to meet these requirements but imperfectly.

While the early days of the Cooperative Movement saw it stand forth as a voluntary organization among the weak, it has now developed into an intricate, highly complicated structure with a tendency to ally itself with the government. This trend is evidenced by the compulsory pooling arrangements in vogue in some countries, by recent legislation (as the Federal Marketing Act of 1929 in America), and, in its extreme form, by role it has played in socialistic states.

Competition does not disappear upon the advent of Cooperation, wherein groups replace individuals. In fact, it may readily be greatly intensified by organization. Farmers as a class became so intrigued by this form of group action that special schools of research, on the order of credit, insurance, transportation, farm products marketing and primary production (farm management) have been inaugurated at various western points. As suggestions, for further development by research projects, the following twenty-two fundamental subjects, pertaining to Cooperation and related theories are offered by the Harvard economist: 1. The essential nature of Cooperation in relation to production; 2. The special characteristics of the cooperative mode of economic functioning; 3. The economic basis of Cooperation; 4. The general theory of competitive prices; 5. The theories of monopoly price, collective bargaining and monopolistic competition; 6. The price stabilization theory; 7. The theory of orderly marketing; 8. The theory of market differentials; 9. The theory of gains from direct sales to consumers; 10. Federated vs. centralized types of cooperative organization; 11. Function of local and district units; 12. Integration as applied to marketing; 13. Pooling problems; 14. Prorating and distribution of expenses; 15. Theories pertaining to methods of paying according to quality; 16. Membership contracts; 17. Theory of gains from advertising; 18. Theory of incidence of marketing costs and gains; 19. Theory of the relation of the State to Cooperation; 20. Measures of the success of a cooperative enterprise as distinguished from a proprietary venture; 21. The legal basis of Cooperation; and 22. Adaptation of accounting methods to fit contemporary cooperative enterprises.

163. BLACK, JOHN D., chief, Div. agricultural economics, University of Minnesota. The Cooperatives research department. (Cooperative marketing journal, (Walton Petzet and Robin Hood), Washington, D.C., and Memphis, Tenn., Jan., 1927, v.1, no. 2, pp. 33-38).  
Av. in N.Y.P.L.

It is the opinion of this author that it is no longer possible to operate a business on the basis of guess work and instinct, a procedure that was somewhat more valid when the United States was expanding than now. He believes that intelligent research is necessary, especially for cooperatives, which have five special reasons for establishing such departments: they cannot take as great chances as private enterprise; marketing businesses are especially precarious; a cooperative organization is usually difficult to administer; the records of a cooperative must be open to inspection by its membership; the officers of a cooperative must be ready to give the member their reasons for adopting a certain policy.

Mr. Black then gives 21 possible fields for research, grouped under five general headings: Technical Problems of Cooperation - processing,



uses of products, by-product utilization, packaging, harvesting methods, seed treatment, preparation for transportation, and care in storage; Internal Administration Problems-organization and management of small or local assembling units, testing of new equipment, condition and quality of the product of various locals, production and quality of the produce of each member, and analysis of the operations and activities of the central office itself; Price Problems-differentials in prices in various outlet markets, seasonal and calendar variations, and general factors determining the price of the product-this field offers major research problems; Sales Problems - factors determining consumer trends from year to year, factors determining trends in different areas, and effectiveness of various advertising methods; The Stabilization of Production factors determining variations in production, and the various problems arising from this study.

164. BORING, CHARLES O., representative, Christolo university for co-operation. Cooperative education. In: Report of proceedings of the first American Cooperative convention at Springfield, Ill., Sept. 1918, (Cooperative League of U.S.), New York, 1919, pp. 101-102. Av. in Col.

Mr. Henry C. Childs gave 23,000 acres of land to the Christolo University of Cooperation for the purpose of teaching cooperative farming. This gift was described in a letter circulated by Mr. Boring who asked how this land could best be used. The Cooperative Union has published the letter, and interest in the problem has been widespread. The University now desires to found an educational colony to train leaders, managers, and instructors in the work of Cooperation. Until now this plan has been hampered by the University's lack of funds.

The writer of this article also describes the "Trustee Syndicate" of Chicago, an organization which has five cooperative societies under its management. In order to engage in cooperative work in one of these societies, a rule has been passed making it mandatory for the cooperator to have passed a series of cooperative seminars in the subject. The membership is limited to one hundred persons, but it is now planned to increase this number to one thousand members and to start a wholesale organization in Chicago.

165. BROWNE, T. E., State director of vocational education in North Carolina. The Agricultural high schools as a key to cooperative development. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D.C., 1929, pp. 202-209. Av. in Col., N.Y.P.L., N.Y.U.- WA.

The promotion of agricultural education in connection with this country's rural schools was greatly accentuated by the passing of the Smith-Hughes Vocational Act in 1917. The development of vocational agricultural departments throughout the country since the passing of the Act has been phenomenal, and the last Congress, recognizing the importance of the movement, passed the George-Read Bill greatly increasing the amount of Federal money for the teaching of agriculture in the public schools of the country. Students and farmers have been taught how to raise hogs, poultry and other livestock which were successfully marketed in regions where cotton has been the main source of income. In some districts, moreover, cooperative associations were developed around the school through the activities of the students. One of the most striking illustrations of the development of Cooperation through the vocational high school has come about at the Cary High School in Wake County, North Carolina, which resulted in the organization of the Cary Poultry Association. It has been found that students learn by doing and they must not only be taught Cooperation but must be made to practice it outside the classroom.

166. CHRISTENSEN, CHRIS L., in charge, Div. of agricultural cooperation, U.S. Dept. of Agriculture. Rural education in Denmark. In: American cooperation; proceedings, (American Institute of Cooperation), Washington, D.C., 1925, v.1, pp. 185-189.  
Av. in Col., N.Y.P.L., N.Y.U. - WA.

The efficient cooperative development of Danish agriculture can be attributed to the influence of the rural schools, founded in 1844 by Bishop Grundtvig, which have made possible the application of cooperative and scientific methods to Danish farming. Students enter these folk schools after they have passed the three years apprenticeship which follows their graduation from elementary school. Education is general rather than technical. Instruction is given by lectures upon history, literature, practical and political economy and sociology rather than by the use of text books. Although they are recognized by the Government and given a small subsidy to cover expenses of instruction, they are not a part of the State system of education. Enrollment varies from 50 to 150 pupils. At present there are 65 such schools serving a population of about 3,250,000 people. 7,000 youngmen and women attend these schools annually. Statistics show that out of the population in 1911, 10 per cent between the ages of 15 and 50, had been through a People's College.

The apprenticeship and common school training at the Folkeshole not only teaches the farmers to become good citizens but also helps them to realize the opportunities in farming and that they must help themselves, work with each other and produce a high grade product in order to command a good market. The work of the People's College has developed mutuality among the individualistic farmers and has also furnished to Danish agriculture and the new cooperative associations open-minded, active leaders who are progressive in their ideas and methods. Because of this educational background there is a close relationship between agricultural leaders, experiment stations, accredited colleges and agriculture in general. The farmers are in a position to follow the pioneers in agriculture at a quicker pace than in other countries.

167. CONSUMER EDUCATION: A NEWS LETTER. Education. (Institute of Consumer Education, Stephens College, Columbia, Mo., Feb., 1941, pp. 6-7).  
Av. in Coop. L.

This article describes the progress being made in various schools and colleges in the field of cooperative education.

The College of Commerce of the University of Maryland has just included a four-year college course in consumer cooperation in its curriculum. The course covers the material customarily required for a B. S. degree. The principal subjects are: English composition; public speaking; accounting and statistical analysis. Supplementary courses are required in economics, price, theory, business law and the economics of consumption. The latter subject, presented by Alpheus Marshal, emphasizes economic principles and problems from the standpoint of the consumer; the students are required to conduct consumer research projects.

In a master's thesis submitted to the Department of Education of the Oklahoma Agricultural and Mechanical College by J.T. Riley, it is said that only ten percent of the 216 schools which he investigated conduct special courses in consumer education.

The teachers of West High School, Seattle, following a survey of the collective spending of 1400 students, concluded that consumption should be given greater consideration than production in all social courses.

At the Aurora High School in Missouri, students are enlarging their



knowledge of consumer education by means of debates on government, and business relations.

The students of Blair Junior High School of Norfolk, Virginia, enliven their civics class with housing studies. With the cooperation of the camera club, they have made a movie of slum areas and scenes of slums clearance projects were included through the courtesy of the United States Housing Administration. Similar consideration of the housing problem characterizes the Campus Junior High School of the Western Washington College of Education at Bellingham. Here a study unit is devoted to discussing of the housing problem in Bellingham, as well as of the problem in general.

168. CONSUMERS COOPERATION. The Training of cooperative officers and employees. (Cooperative League of U.S., New York, Nov., 1937, v. 23 no. 11, pp. 168-171.)  
Av. in Col., N.Y.P.L., N.Y.U. - WA.

The officers' and employees' education programs in agricultural cooperation which are being carried on in the United States fall into four categories: full time schools; special courses arranged in cooperation with Universities; two or three-day conferences; and the "circuit method." There is a vast store of experience being acquired in cooperative education which will merit careful and continuous appraisal in order that the most effective methods may be discovered making available a store of accurate and comprehensive information for cooperative associations that wish to amend or extend the programs.

The four major types of training are: general training in cooperative history and principles, which all employees, managers and officers should receive; specific vocational training for every employee to insure that he can perform the work to which he is assigned in the most effective manner possible; the training of employees to learn various phases of the business in which they are employed, but which are not involved in the job to which they are assigned; training in the administration of business and personnel problems which should be provided for all officers and managers who are assigned to positions which call for the exercise of executive or supervisory functions.

169. COOPER. MADGE HOWARTH. The Hiram co-op folk school. (Consumers cooperation, (The Cooperative League of U.S.), New York, Mar., 1940, v. 26, no. 3, pp. 44-45.)  
Av. in N.Y.P.L.

This is a description of the Northwest Ohio Cooperative Folk School which was held for one week in December, 1937 at Hiram, Ohio. Everything about the school was conducted cooperatively including both the methods of discipline and recreation. In the school, Cooperation and Democracy are not only taught, they are practiced.

170. COOPERATION. Co-op marketing in the schools. (South Carolina Cotton Growers' Cooperative Association, Columbia, S.C., June, 1926, v. 3, no. 25, p. 1.)  
A reprint of an article by Mrs. Guy Porter appearing in the periodical Farm and Ranch.  
Av. in N.Y.P.L.

The teaching of cooperative marketing of farm products in the school would be a means of lifting the farmer from this present unfavorable financial status. In Denmark, where cooperative marketing is successfully practised farmers have the best rural schools and the best farm homes in the world and California is equally successful in the cooperative marketing of her fruit and poultry. It is important, therefore, that farmers' children learn a better way of living through Cooperation, and the public schools should present that opportunity.



171. COOPERATIVE BUILDER. Co-operation is being taught in Michigan cities; graduates of training course go out to organize classes. (Co-operative Publishing Association, Superior, Wis., Apr., 1936, v. 11, no. 8, pp. 1,16.)  
Av. in N.Y.P.L.

After a month's intensive training under Prof. O. Ulrey of Michigan State College, six young men have gone out to teach Cooperation in six cities of Michigan. This program is part of the activities conducted by the W.P.A. educational project in this state. The localities visited will be Saginaw, Ann Arbor, Hancock, Lansing, Pontiac and Van Buren County. In Pontiac day and night classes will be held so workers on alternate shifts in the automobile factories may be accommodated.

The College was also the site of a cooperative conference held on May 28, 1936, attended by 200 persons, representatives of self-help cooperatives, consumers' cooperatives, Farmers' Union, and rural electrification groups. Due to the work of the Central States Cooperative League many buying clubs are springing up in Michigan.

172. COOPERATIVE BUILDER. Encouraging success for first co-op oil school. (Central Cooperative Wholesale, Superior, Wis., Jan., 1932, v. 7, no. 2, p. 6.)  
Av. in N.Y.P.L.

The Midland Cooperative Oil School was held in Minneapolis on Jan. 12 - 15, 1932. The 83 students who attended this first short term school comprised directors, managers, and service station salesmen from 42 cooperative oil associations in Michigan, Wisconsin, Minnesota and South Dakota.

Among the lecturers who addressed the students was Mr. A. J. Hayes, editor of the Cooperative Builder, who lectured on Cooperative business practice and principles. Other lecturers included H. V. Nurmi, H. J. Ellsworth, Mr. Cunningham, Alexander Donaldson and E. G. Gart who spoke on various phases of Cooperation in the oil industry, such as cooperative accounts and audits, gasoline refining, qualities and properties of lubricating oils and gasoline, etc. Lectures were illustrated and laboratory experiments conducted.

173. COOPERATIVE DAIRY FARMER. Institute of cooperation for Ohio. (Northwestern cooperative Sales Association, Wauseon, Ohio, Nov., 1928, v. 8, no. 3, p. 4.)  
Av. in N.Y.P.L.

Agricultural groups in the State of Ohio, especially the Northwestern Cooperative Sales Association, have united their efforts to see that the 1929 session of the American Institute of Cooperation is held at the Ohio State University. It is believed that the University would be an ideal location and that the many cooperative groups in Ohio would receive splendid benefits if the Institute could be held at such a central local point as Columbus.

This Institute is an educational institution maintained by the joint efforts of the cooperative agencies throughout the country. It is held each year at some city in the nation where interest seems to make it desirable to have the delegates meet in session.

174. COOPERATIVE JOURNAL: LET US WORK TOGETHER. Cooperative education. (The Cooperative Education Publishing Co., Oakland, Calif., Nov., 1906, v. 6, no. 45, p. 7.)  
Av. in N.Y.P.L.

An educational movement designed to combine the advantages of the lecture bureau, the night and correspondence schools, the social has been inaugurated in Chicago under the name of the American Institute of Cooperative Education.

The movement will be national in scope. Only a nominal charge will be made for tuition, and the services of instructors will be gratuitous. The Institute begins its existence with a charter membership of 67 persons of various trades and professions. The course of instruction will include history, civics, common law, economics, domestic economy, physiology, and hygiene.

Later on, chapters of the American Institute will be organized throughout the country, in which the actual work of education will be carried out. A special department will provide entertainment for the members.

175. COOPERATIVE MARKETING JOURNAL. F.C.A. agrees to push research and services. (National Cooperative Council, Washington, D. C., and Richmond, Va., Mar.-Apr., 1934, v.8, no.2, pp. 33-34.)  
Av. in Col.

On March 23, 1934, the Farm Credit Administration through Commissioner F.W. Peek, announced through the medium of a national radio broadcast the establishment of two new sections within the Cooperative Division, namely, a research section to deal with problems fundamental to the progress of the Cooperative Movement, and a service and educational section manned by commodity specialists who will advise cooperatives with respect to organization, financing, merchandising, membership and other management problems of farmers' cooperative buying and selling associations.

Mr. Peek also outlined the other duties of his Division and impressed upon cooperators that the Cooperative Division is sincerely endeavoring to assist in building the Cooperative Movement for the future advancement of agriculture.

176. COOPERATIVE PYRAMID BUILDER. Cooperative correspondence school. (Cooperative Central Exchange, Superior, Wis., Apr., 1927, v.2, no.-, pp. 121-122.)  
Av. in N.Y.P.L.

In response to requests from hundreds of farmers and industrial workers for adequate instruction in the technical details of cooperative organization, administration and management, the Cooperative League of the United States has opened a special correspondence school department. The department is conducted by experienced leaders of the Movement, and run for service and not for profit.

Colston E. Warner, director of the school, is a director of the League, a faculty member of the University of Pittsburgh, and author of a book, "Cooperation in Illinois." Five courses are offered: Elementary business English, elementary business arithmetic, cooperative bookkeeping and accounting, and principles of consumers' cooperation.

In the last course, J.P. Warbasse's book, "Cooperative Democracy," is used as a text book. The office of the school is at 167 West 12th Street, New York City.

177. COOPERATIVE PYRAMID BUILDER. Co-operative correspondence school extends activities. (Cooperative Central Exchange, Superior, Wis., Sept., 1928, v. 3, no. 9, p. 279.)  
Av. in N.Y.P.L.

The national office of the Cooperative League of the U.S.A. announces that a new course has been added to the curriculum of its correspondence school entitled "The Organization and Administration of Cooperative Societies." Other courses offered for the September term include business English, business arithmetic, elementary bookkeeping, advanced bookkeeping and accounting, and the history and principles of consumers' cooperation. The new course is intended for those who wish to study, by correspondence, the theoretical and practical principles of the Cooperative Movement, upon which rests the whole structure of cooperation.

The School is administered by a special committee composed of several members of the Board of Directors of the Cooperative League. Its director is Professor Colston E. Warner, of the University of Pittsburgh, author of the book "Consumers' Cooperative Movement in Illinois."

178. COOPERATIVE PYRAMID BUILDER, The Cooperative courses, (Cooperative Central Exchange, Superior, Wis., June, 1929, v. 4, no. 6, p. 181) Av. in N.Y.P.L.

Courses in Cooperation conducted by the Cooperative Central Exchange will be held in the Fall of 1929 and will be mostly in the Finnish language because of the necessity for developing efficient cooperative workers among the Finnish element. Preference will be given to applicants who already have had practical experience in cooperative societies, such as branch managers, clerks, and bookkeepers. Local societies are to recommend only those students who are qualified to become leaders in the Cooperative Movement.

179. COOPERATIVE PYRAMID BUILDER, Cooperative school in Minneapolis. (Cooperative Central Exchange, Superior, Wis., Jan., 1928, v. 3, no. 1, pp. 5-6). Av. in N.Y.P.L.

One of the former students of the Northern States' League Training School in Minneapolis gives a brief account of the work and study performed by the pupils under the direction of their instructors.

The curriculum included the study of the theory, principles and history of consumers' cooperatives, their organization and management, cooperative store bookkeeping and the study of various commodities.

Visits to the City Water Plant, the Franklin Cooperative Creamery and the Gold Medal Flour Mill gave the students an opportunity to study Cooperation as carried on in practice.

180. COOPERATIVE PYRAMID BUILDER, N.S.C.L. training school to be held in the fall. (Cooperative Central Exchange, Superior, Wis., May, 1931, v. 6, no. 5, p. 144.) Av. in N.Y.P.L.

In 1931, the Board of Directors of the Northern States' Cooperative League decided to conduct a cooperative training school in Minneapolis, Minnesota. The Cooperative Congress recommended the applicants for cooperative training schools to do some preparatory work through the Correspondence School conducted by the Cooperative League. While this is not considered as an absolute requirement for entrance, its effect and intention is to give preference to applicants who have such preparatory work to their credit, thus raising the standards of training schools.

181. COOPERATIVE PYRAMID BUILDER, Russian co-op.: educational work and women. (Cooperative Central Exchange, Superior, Wis., June, 1928, v. 3, no. 6, p. 182.) Av. in N.Y.P.L.



Cooperative educational work in the Soviet Union is of no negligible importance for the telling women. Taking into consideration the fact that on the whole women are less prepared for social work than men, the cooperatives have been paying particularly great attention to giving a cooperative training to working women and housewives.

In 1926, in Russia, 300 women were studying in cooperative schools, and in 1927 there were 1,182. These 1,182 women were divided as follows: in courses for saleswomen there were 34; in courses for cooperative functionaries 122, all of whom were chosen by the workers of their respective factories and by housewives. In the cooperative science circles in the factories there were about 200 women studying, and finally in the cooperative circles especially organized for women not belonging to trade unions (as for instance, housewives, workers' wives, and servants) there were 736 students enrolled in 1927.

182. COOPERATIVE SELF-HELP. Cooperatives and FERA educational program. (Federal Emergency Relief Administration, Washington, D. C., Sept., 1934, v. 1, no. 3, p. 14.)  
Av. in N.Y.P.L.

This Government monograph outlines the FERA adult educational activities found most useful to members of cooperatives. These activities may be divided into two categories, vocational training and general workers' education. The FERA seeks to provide vocational instruction in all sorts of crafts - carpentering, plumbing, metal-working, printing, shoe-making, dress-making, and many others. In connection with general workers' education, the FERA program attempts to stimulate among workers (employed or unemployed) discussion of economic and social problems in the light of historical developments, contemporary events, and personal experiences.

The bulletin "Cooperative Self-Help," published by the FERA, contains articles bearing on the Government program for rehabilitation of the unemployed through their own efforts, with contributions attesting the value of membership in a self-help cooperative.

183. COOPERATIVE YOUTH LEAGUE. The First cooperative youth courses. (Cooperative pyramid builder, (Cooperative Central Exchange), Superior, Wis., May 1931, v. 6, no. 5, pp. 140-142.) With form.  
Av. in N.Y.P.L.

This article announces plans for the first cooperative youth courses, to be held at the Northern Wisconsin Cooperative Park, under the joint sponsorship of the Central Cooperative Wholesale, the Northern States' Women's Cooperative Guild, and the Cooperative Youth League, an organization which has enrolled over 1,100 members in six months.

The courses will begin on June 12, 1931, and will last four weeks. The subjects to be taught will include cooperative history and theory, cooperative problems, principles of the labor movement, the history of American labor, elements of economics, public speaking, procedure in meetings, research, sports and recreational activities.

184. COTTON CO-OP OF SOUTH CAROLINA. Colleges have big part to play in carrying forward program of agricultural marketing act. (South Carolina Cotton Growers Cooperative Association, Columbia, S. C., Dec. 1, 1931, v. 1, no. 14, p. 4.)  
Av. in N.Y.P.L., R. S.

This article is the transcript of an address delivered in Chicago by the Hon. James C. Stone, chairman of the Federal Farm Board, before

the 1931 annual meeting of the Association of Land Grant Colleges and Universities.

The speaker expressed the hope that the future would find the Federal Farm Board and the land grant institutions working even more closely together than they have in the past toward a betterment of the condition of the farmer. If such agencies as the Federal Farm Board, land grant institutions, the vocational agricultural teachers, the State and Federal Departments of Agriculture, the general farm organizations and the cooperatives all work together, the future of American agriculture will be assured. But the restoration of agriculture to its rightful place in American industry is not a task to be accomplished by temporary expedients alone. The ailment is so deep-seated that a cure must affect the very foundations of industry.

A long-range educational program is required. The cooperatives must realize that unregulated production without relation to market requirements results in waste of commodities.

The address included a review of the progress made by cooperatives in the last few years, both in volume of business and in number of cooperatives, in all agricultural phases. But the most valuable advance appears to be the increased support from educational institutions. The sorest need of the day is of educationally qualified leaders.

185. COY, HAROLD, teacher of English, Commonwealth college. A Co-operative college. (Leighton's magazine: the journal of cooperation, (The Leighton Industries, Inc.), San Francisco, Calif., July, 1925, v. 11, no. 1, p. 9.)  
Av. in N.Y.P.L.

The Commonwealth College of Mena, Arkansas, is characterized as a school of advanced education, where cooperative industrial and communal work is part of the daily life of every teacher and student. It is one of the few resident labor colleges and the only unaffiliated, non-propaganda workers' school in the United States conducting novel experiments in an endeavor to demonstrate the practicability of self-maintaining education, thus bringing higher education within the grasp of everyone in the community.

An unusual feature of the daily routine at Commonwealth (in addition to the academic work) is the requirement of four hours of manual labor, by both students and instructors. This cuts expenses to a minimum and promotes democracy amongst the student body. The collegiate department offers three thirty-week courses to pupils of working-class families, preparing them for a life of cultural richness coupled with practical social usefulness in the labor movement but in which the students are not handmaidens of any economic sect. By limiting the attendance to fifty students, with the expressed purpose of never exceeding an enrollment of one hundred and fifty, it is anticipated that a pleasant social life may develop and that more instruction can be given to the individual scholar.

Having completed its second year of existence, the college has purchased an eighty-acre farm in the Ozark Mountains near the Oklahoma border, with the intention of engaging in agriculture and construction by means of student labor. Students come from every part of the United States and Canada, the largest number being from New York State.

The faculty, headed by Dr. William E. Zeuch, is composed of eleven instructors drawn from the diversified fields of teaching, law, engineering and social service. A council of twelve men and women in public life acts as an advisory board. It includes, among other prominent members, Senator Frasier of North Dakota.



186. CREWS, C.R., asst. secretary, Northern states cooperative league. Cooperative education in the North central states. (Consumers cooperation, (Cooperative League of U.S.), New York, June, 1937, v. 13, no. 6, pp. 87-90.)  
Av. in Col., N.Y.U.- WA.

The Northern States Cooperative League, the Northern States Women's Cooperative Guilds, the Cooperative Union League, the Central Cooperative Wholesale, the Farmers Union Central Exchange, the Midland Cooperative Wholesale, and some state universities and schools, all carry on a program of cooperative education, by means of training schools for employees, membership education, cooperative youth education, and cooperative conferences for directors, members, and employees. Cooperators realize the value of this type of education and they are willing to put aside a percentage of earnings for educational activities.

Employees' training schools instruct employed workers further in cooperative knowledge. Those not employed are drilled to qualify for positions in the Cooperative Movement. Members' institutes have been established to acquaint the membership with cooperative philosophy and principles, and in the methods of organization.

The Midland Cooperative Wholesale is the chief sponsor of the "circuit school" idea for conferences. These are held in 28 communities and interested people in each community meet once a week to discuss Cooperation under the leadership of a Midland staff member.

A list of training courses held in 1936 and 1937 is reproduced. The 1927 student enrollment is shown as collateral information.

187. CRONMEYER, GEORGE. The Teaching of cooperative economic enterprise in the United States at collegiate and adult levels. n.pl. p.: American Council on Education, 1939. iv, 59 pp. With tables. Below title: Report for the International Institute of Intellectual Cooperation. Mimeographed.  
Av. in Coop. L.

This work was instigated by a letter referred to the American Council on Education in March, 1939, by Director H. Bonnet of the International Institute of Intellectual Cooperation, written in behalf of the International Labour Office which desired that the Institute conduct an international inquiry on the place assigned to the teaching of Cooperation in educational establishments controlled by public authorities.

The institutions to be included in the inquiry are universities, with an indication of the faculty concerned; higher technical schools; higher commercial schools; higher schools of political and economic sciences; higher schools of agronomy; other higher professional schools; cooperative study centers attached or not attached to a higher education institution. The information required is the date and reason for the introduction of this teaching; the nature, and program of teaching; the approximate number of students attending the courses over the past few years; any other information which may be of interest.

A table is given of the contents of cooperative economics courses in colleges and universities. This has been drawn from an examination of a fairly complete file of college and university catalogues, though no attempt is made to include all the courses dealing in some part with Cooperation. Mr. Cronmeyer divides this information into the following classes: marketing (mainly agricultural) sixty-six courses; organization and operation, forty-nine; history and present status,



forty-four; consumption, thirty-seven; social, economic, and political relations, thirty-five; credit and investment, twenty-three; ideals and aims, seventeen; financing, fifteen;; aid and regulation by the Federal government, thirteen; farm purchasing and service organization, thirteen; legal aspects of cooperative marketing, ten; production, nine; sales and price policies, eight; case studies, eight; educational activities, five; accounting methods, five; pooling, four; public relations, two; cooperative buying, two; and miscellaneous, two courses. These may constitute the whole, or be only a part of, the 113 courses offered in eighty-two institutions whose catalogues were examined.

A second table is given which not only includes the information gained from these catalogues, but also gives the results obtained from a questionnaire sent out to sixty-eight colleges and answered by forty-two. This table is arranged under fourteen headings: state and institution, department and number, title, length of the course, prerequisites, whether or not it is required; recent enrollment; years offered; the reason for the course's institution; the reason why the course is now taken; laboratory or field trips; texts and supplementary reading; further information about the course or extension. Thirteen of the states and territories are not represented in the table.

Eighty-nine per cent of the institutions offering these courses are colleges or universities and of 1,709 schools of all kinds, only seventy-eight give courses on Cooperation. Three states, North Dakota, Wisconsin, and Minnesota have laws demanding that state teachers' colleges offer such work. These laws indicate a trend away from an exclusive emphasis on agricultural cooperation and towards a consideration of the needs of the urban population as well.

The movement, both educational and economic, is in its first stages only. Recent years have seen the appearance of consumer education institutes and courses and these have a close affiliation with consumer cooperative courses. In the colleges, one may judge from the sampling of information received, supplementary reading and special discussions are at least as frequently employed as is the simple text-books - examination sequences. It is apparent, however, that the educational program itself has almost been omitted in the educational program for Cooperation in the colleges. Unfortunately, the subject of cooperative study centers attached or unattached to a higher educational institution is necessarily slighted by Mr. Cronmeyer, not because it is unimportant, but because it is almost impossible to describe the program from the mass of fragmentary accounts available. The compiler does give some account of the importance of the Agricultural Extension Service and of the educational programmes of cooperative and other adult agencies. In particular, the Rochdale Institute, because of its equal emphasis on the educational and the business aspects of its curriculum, is playing a role in the Cooperative Movement that colleges and universities have hardly begun to fill. Its methods of teaching give a variety of experiences with actual cooperative work. Mr. Cronmeyer refers to like cooperative institutions, but he confesses that his work on these, and on the activities of the Federal Government, is only fragmentary.

Six general conclusions are drawn from this study: the teaching of Cooperation in colleges and universities is in a very rudimentary stage - Mr. Cronmeyer earlier expresses his belief that they probably should not be "expected to undertake without aid the preparation of such workers as even our present rudimentary level of cooperative enterprise requires"; that the objects of instruction in the 'detached study center' are exceedingly diverse; that consumer cooperation is at present gaining and promises far-reaching effects on American

society; that more attention needs to be paid to techniques of cooperative education; that the methods of cooperative education are somewhat more progressive without, than within, the higher educational institutions; that the correlation between democratic action, adult education, and the Cooperative Movement is much closer in theory than in practice, but that the promotion of one of these will somehow involve the others.

188. DAIRYMAN'S MONTHLY REVIEW. Another advancement: school instituted to teach cooperative principles. (Cooperative Pure Milk Association, Cincinnati, Ohio, Feb., 1925, v.3, no.2, pp. 8-9.)  
Av. in N.Y.P.L.

An invitation was issued by the incorporators for a first meeting of the trustees of the American Institute of Cooperation, which was incorporated under the laws of the District of Columbia, and founded as an educational enterprise to give "a more thorough" understanding of the theory, history and technical application of cooperation." The meeting was called for February 5, 1925, at Washington, D. C., and this article gives a list of the incorporators, the trustees of the Institute and the participating organizations that are launching the Institute.

In the call issued for the first meeting, it is pointed out that the general conception of the cooperative principle and its application to industrial, civic and ethnical relations, is vague, uncertain and idealistic. The successful application and extension of this principle, the realization of its possibilities for good to the farming and business interests and general welfare of the country can best be safeguarded and accelerated by a more thorough understanding of the theory, history and technical application of Cooperation. The need is for some agency through which the public may obtain a better, uniform and reliable knowledge of Cooperation, its history and practical operation. This Institute, representing a coalition of farm and educational forces for a purely educational purpose, may meet that need.

The article points out that this Institute will demonstrate to colleges and universities how this phase of business can be effectively taught in economic courses. The project has the approval of farm organizations representing over 2,000,000 farmers; the support of agricultural cooperative organizations that have an estimated annual turnover of more than one billion dollars; and the sanction of organizations, representing state departments of agriculture, state bureaus of markets, teachers of agricultural economics and the United States Department of Agriculture itself.

189. DAVIS, J. T. What do cooperators want from the state in the matter of education? In: Fifty-third Annual Cooperative Congress at Scarborough, May, 1921, (Cooperative Union, Ltd.), Manchester, Eng., 1921, pp. 398-407.  
Av. in R.S.

In 1921, the British Government attempted to suspend the immediate operation of the "Education Act of 1918", which raised the compulsory school attendance age from 12 to 14 years, abolished the half-time system and set up continuation schools. Although London and a few other districts have already carried out the provisions of the Act, there have been protestations from the trading, industrial, manufacturing, municipal and rate-payers associations. The Cooperative Movement is intimately concerned, as it realizes that education is absolutely essential for the complete development of the individual and of the nation.



The author discusses the Act in connection with child, adolescent and adult education and he makes suggestions for securing educational facilities, such as smaller classes in the elementary schools, simple procedure for transference of eligible pupils from the elementary schools to schools of a higher grade, and education for citizenship.

190. DEPARTMENT OF ECONOMICS AND SOCIOLOGY, KANSAS STATE COLLEGE,  
Short course for training cooperative managers. Manhattan, Kan.,  
 1936. 2 pp. Mimeographed.  
 Av. in Coop. L.

In response to numerous requests, Kansas State College offers a seven-week course for the training of managers of cooperatives. The course, which is scheduled to begin in November, 1936, will include the study of the following subjects: The Nature of our Economic System; Principles of Cooperation; Business Organization and Management for Cooperatives; Accounting for Cooperatives; Problems in Cooperative Endeavor; Lectures on Cooperation.

191. DERRICK, B. E., secretary - treasurer, Maryland-Virginia Milk  
 producers assoc., Silver Spring, Md. Opportunities for teaching  
agricultural cooperation in vocational educational work. In: American  
cooperation: proceedings, (American Institute of Cooperation), Wash-  
ington, D.C., 1940, pp. 332-333.  
 First of a series of articles under same title by different authors.  
 Av. in N.Y.P.L.

If the farmer is to hold his relative position in society today, he must meet organization with organization or "be lost in the scuffle caused by the relative discrepancy between the prices of supplies he purchases and products he sells." With this in view, if cooperatives start with the present day boys and girls in agricultural schools or vocational schools and do a complete job, then in another two or three generations the cooperatives will be placing organized production on a parity with the manufacturing of supplies purchased for the farms.

This problem must be viewed from the standpoint of the duration of the vocational school system as well as the duration of agriculture over a long period of time. If agriculture is successful and is able to pay a reasonable return on its investment, then there will be money available for the continuation of vocational agricultural instruction through taxation of farm incomes.

The problem that is confronting the cooperatives, therefore, is the preservation of agriculture and vocational education, instruction one being absolutely dependent upon the other.

The cooperatives must make available to the teachers of vocational education through its state department, through its county department, and through the individual schools the problem facing cooperative agriculture. The problems of cooperative marketing association have become the problems of the parents of the children being taught in vocational schools. The methods of solution of these problems as they are being solved today must be given to the vocational student in order to create in the minds of the students problems for future solution.

Although the cooperative members, directors and management over the past 25 years have gone far, it is the duty of the men now managers of cooperative associations, and the teachers of vocational agriculture to present to the young students in the vocational schools



the problems that will face them once they are owners and operators of farms, on their own account.

192. DORSEY, R. C. Co-ops in the classroom. (News for farmer cooperatives, (U. S., Farm Credit Administration), Washington, D. C., Oct., 1938, v. 5, no.7, pp. 17-18.)  
Av. in N.Y.P.L.

Mr. Dorsey gives a brief review of the educational activities pursued by large cooperative associations, the schools conducted by cooperatives themselves, and the part played by public schools and colleges in teaching Cooperation and cooperative business methods.

Large marketing and purchasing associations like the Grange League Federation devote months to securing mass attendance at the annual stockholders' meeting which serves as an educational medium. Short-course summer camps are promoted by cooperatives. Cooperative educational league and state farm bureaus bring education to the farmer's own community.

The "circuit schools" composed of about a dozen adults eager to study cooperative principles are important educational agencies. Itinerant schoolmasters circle from community to community until a new group of cooperative enterprises has been schooled. Wisconsin and Minnesota are especially notable in this regard. The graduate schools of the Cooperative Movement train cooperative employees for leadership. Ninety per cent. of the managers of the 200 stores supplied by Midland were trained in its own technical schools.

In 1936, Wisconsin became the first state to require the teaching of cooperative principles in the public schools. Most of the credit for this belongs to the 45 of the 48 States agricultural colleges which teach regular courses in the history and methods of Cooperation. Former Governor Myers of the Farm Credit Administration says these courses constitute "the most extensive organized effort for education in agricultural cooperation that this, or any other country has ever known."

193. EASTERN COOPERATIVE LEAGUE COOPERATOR. Co-op leadership training. (New York, Aug., 1936. no. 6, p. 3.)  
Av. in N.Y.P.L.

In the summer of 1936, thirty students finished general courses in consumers' cooperation in a special Cooperative Leadership Training School conducted by the American Peoples School in New York City. Fourteen others completed technical courses at the same time. Dr. Merlin Miller, Professor of History and Economics in Emporia College, Kansas, directed the courses.

194. EASTERN COOPERATIVE LEAGUE COOPERATOR. New York cooperators attend folk school classes. (New York, Jan.-Feb., 1936, no. 3, p.2.)  
Av. in N.Y.P.L.

The Eastern Cooperative League is conducting an eight-week course meeting one night a week, and known as the Cooperative Evening School.

This is the first experiment in New York which opens to cooperators a kind of activity well known abroad in the Folk Schools. Members of the faculty and advanced students of the American Peoples School will assist. The program opens after supper with classes in drawing, creative writing, and a mass recitation drama. The next hour there are lectures on the new economics and Cooperation's place in economics. Folk dancing concludes the evening session.

195. EASTERN STATES COOPERATOR. New England institute of cooperation. (Eastern States Farmers Exchange, Springfield, Mass., July, 1927, v. 3, no. 7, p. 1; Aug., no. 8, p. 1; Sept., no. 9, p. 3; July, 1928, v. 4, no. 7, pp. 1-5; July, 1929, v. 5, no. 7, pp. 1-2; June, 1930, v. 6, no. 6, p. 14.)  
Av. in N.Y.P.L.

The New England Institute of Cooperation, the first of its kind in that part of the country, met in June, 1927, 1928, and 1929. These institutes were held respectively at the Connecticut Agricultural College at Storrs, at Amherst, and at the University of Vermont at Burlington. A fourth meeting has been announced for June, 1930, at Kingston, Rhode Island, under auspices of the Rhode Island State College.

The purpose is to attract young farmers and the sons of farmers who have ability and show promise of future achievement. Assistance has been sought from the Division of Cooperation of the Bureau of Agricultural Economics, United States Department of Agriculture. The aim is to present comprehensive programs covering all up-to-date questions and problems facing farmers. The speakers, leaders and directors are to be experienced in their particular fields.

In reviewing the work already accomplished, it is stated that the Institute has placed New England agricultural cooperation on a sound and permanent basis in a period of a few years.

196. EQUITY UNION EXCHANGE. Tips to co-ops, on using the colleges (Farmers Equity Union, Greenville, Ill., Apr. 16, 1941, v. 28, no. 15, p. 7.)  
Av. in Coop. L.

The article gives four suggestions by F.F. Liniger, head of the Department of Agricultural Economics, Pennsylvania State College, on how cooperatives may most effectively utilize the service of agricultural colleges. The first is to keep up to date on research, and see that research workers understand cooperative problems. The other suggestions are: to help the county agricultural agent arrange for commodity production and marketing meetings and encourage educational services; to keep college men, county agents and teachers of vocational agriculture informed about your cooperative; discuss problems with these men, and add new and trained young blood continuously to your cooperative.

197. FAILOR, CLARENCE W.  Careers in consumer cooperation. Chicago, Ill.; Science Research Associates, 1939. 48 pp. (Occupational Monographs no. 3.)  
Av. in Coop. L.

Contents; I. What Is Consumer Cooperation? - p. 5; II. History of Consumer Cooperation - 8; III. Cooperatives and Their Workers - 11; IV. General Qualifications for Cooperative Workers - 17; V. The Status of Cooperative Employees - 21; VI. Managers of Consumer Cooperatives, - 26; VII. Distributive Jobs in Cooperatives - 30; VIII. Other Positions in Cooperatives - 34; IX. Summary and Conclusions - 44. List of Cooperative Organizations - 48.

A general qualification for cooperative workers is that they should be willing and able to promote Cooperation. The great majority of managers require this qualification of their employees. The Central Cooperative Wholesale School requires that its students be at least nineteen years old, have a high school education or its

equivalent, a good command of English and arithmetic, and an understanding of cooperative principles. A preference is given for a knowledge of bookkeeping. The Rochdale Institute in New York City, founded in 1937 by the Cooperative League of the United States, offers a twelve week course for a tuition of \$50. Seven universities in America offer similar courses.

As to employment, three fourths of all cooperative retail stores in the United States employ persons in communities with populations of less than 5,000. Women have every equal right to obtain employment in cooperatives. At present there is a shortage of qualified managers and a rather plentiful supply of other workers. Few young people entertain the thought of entering retail store occupations. But their opportunities in the cooperative field, according to the author, is increasing. Cooperative employees educate the consumer public in cooperative principles and practices, appealing almost exclusively to those who possess and wish to apply the service motive directly. Opportunities for girls are opening, apart from sales and clerical fields, in educational and research work.

Inexperience is not now a serious bar. Some managers prefer recruits who have had no contact with private business. A preference for high school and university backgrounds, with particular stress upon cooperative commercial training, is made. Cooperatives do not offer large monetary rewards and are not likely to in the future. The highest paid retail manager's salary on record is \$70 per week. The big rewards are non-monetary, such as the satisfaction of rendering honest and effective service to one's neighbors.

Consumer cooperation is farthest advanced among certain racial, nationalistic and occupational groups. Young people connected with these groups will find entrance easiest. Negroes, for example, have a very real opportunity in the consumer cooperative field. Young People should know that such Cooperative Movements as the Swedish and the British employ relatively large numbers of workers. Eleven per cent of the total number of persons in retail trades in Sweden are employed by cooperatives. Fair treatment of labor is a cooperative ideal.

Jacob Baker, Chairman of President Roosevelt's inquiry on cooperative enterprise in Europe, in 1934, believes that eventually business in the United States will be about equally divided, within thirty or forty years, between private, governmental and cooperative enterprise. This would imply a greatly increased opportunity for careers in consumer cooperation.

198. FARMERS MAGAZINE. A Job for the colleges. (Farmers National Publishing Co., Washington, D. C., Jan., 1926, v. 7, no. 4, p. 13.) Av. in N.Y.P.L.

Agricultural colleges in the United States are today emphasizing the problem of agricultural production with which the farmer is already familiar rather than the problem of organizing the farmers for efficient marketing. Since the marketing of farm products is left entirely to the farmer, who does not tolerate government interference and price fixing, the only solution to the problem is national cooperative marketing.

Efforts in this direction could be greatly facilitated if state agricultural colleges would emphasize marketing as well as production and train young men and women for cooperative work. The author suggests that instruction in cooperative marketing be included in the curriculum of every agricultural college in the United States.



199. FIFE, RAY. State Supervisor of vocational education, Ohio. Cooperation between schools and marketing organizations. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D.C., 1931, v. 1, pp. 120-125.  
Av. in Col., N.Y.P.L., N.Y.U.- WA.

One of the most important contributions which our workers can make to the Cooperative Movement, is the development of correct attitudes towards, and a more comprehensive understanding of Cooperation through active membership in cooperative organizations and by participating in the vocational agricultural programs of part-time and evening courses available to members.

Young persons who lack the opportunity to work actively in the cooperatives should be taught about Cooperation in the schools.

The selling of the cooperative idea to boys and girls should be based on information, instead of promoting one type of organization. The primary function of the teacher-training department of the state agricultural colleges is to give graduates technical training in cooperative marketing and purchasing, and to coordinate their training with the work of the national, state and local associations. The teacher should have a practical knowledge of his function in the local cooperatives of the community.

200. GODIN, JEAN BAPTISTE ANDRE. The Organization of the schools and the system of the instruction at the Familistere. (Social solutions, (John W. Lovell Co.), New York, Sept., 1886, no. 12, pp. 1-13.) Ser.: Lovell Library no. 795.  
Article is an address, delivered by Godin in Sept., 1886, at the Festival of Childhood at the Familistere.  
Av. in N.Y.P.L.

In this address, a translation of which is available for the inspiration of the colonists who are to engage in the establishment of a similar community, Mr. Godin shows what the Familistere, founded in 1860, has been able to do for the children of the community through its educational system which seeks to develop each child individually. Instruction begins from the cradle in the nursery. This is followed by various classes in the kindergarten in which the elementary education is begun, and then the six classes of the primary school wherein all branches of education are introduced. A commission, appointed each year, tests the teaching methods, notes the results and endeavors to develop each child to his highest ability. It is pointed out that no aid is received either from the state or commune.

201. GOULD, H. P. Federal and state research and information service. In: U.S. Department of Agriculture: yearbook, 1925, (Government Printing Office), Washington, D. C., 1926, pp. 711-718.  
Av. in Col.

Federal legislation has furthered the dissemination of agricultural knowledge by the Smith-Lever Act, passed on May 8, 1914, which provides for cooperative agricultural extension work between agricultural colleges in the several states and the United States Department of Agriculture, the Smith - Hughes Bill, passed on February 23, 1917, which provides grants of money from the Federal Treasurer to the respective states for the promotion of vocational education, mainly in secondary schools, and the Prunell Bill, passed on February 24, 1925, which has to do with research work, its object being to further support, promote and develop research in the sciences having to do with agriculture and rural economy.

The activities carried on by the Federal Government are classified as research and informational. The research activities develop knowledge relating to problems concerning agriculture and the application of that knowledge; the informational activities consist of placing factual data before the public in such a manner that farmers, fruit growers and others concerned can readily avail themselves of it. Although the United States Department of Agriculture is the main source of informational service to organization leaders and other community organizations that work in Cooperation, the farm demonstration work, the home demonstration projects, boys' and girls' organizations and country agricultural agencies also aid by giving information on market news, crop and livestock estimates and crop outlook reports.

202. HALONEN, GEORGE. Educational department's report for 1936. In: Financial and operating statements for the year 1936, (Central Cooperative Wholesale), Superior, Wis., circa 1937, pp. 15-17.  
Av. in Coop. L.

The Educational Report for 1936 of the Central Cooperative Wholesale states that the Cooperative Education Act of Wisconsin gave impetus to widespread study of Cooperation within the state. The wholesale assisted in the development of programs of instruction at educational conferences and meetings of unions and farm organizations, in public schools, and in the School of Cooperative Management at the University of Wisconsin. A four-week cooperative course for youths was conducted at Co-on Park, Brule, Wisconsin, and juniors' and childrens' Summer Schools were held under the sponsorship of the Women's Cooperative Guild.

It is hoped that through this effort groundwork has been laid for the rapid growth of the Movement. An effort is being made to place the weekly journal, "The Cooperative Builder," in every home, in order to promote further understanding and loyalty for the Movement in the Northwest.

203. HARAP, HENRY. The School, the consumer and recovery. (Progressive Education, (The Progressive Education Association), Washington, D. C., Mar., 1934, v.11, no.3, pp. 181-187.)  
Av. in Col., N.Y.U.-WA.

A detailed discussion is given on the work of the Consumers' Advisory Board, and how it collects information on the fairness of prices. The reader is referred to "The Consumer's Guide," a bi-weekly publication which gives reports, as collected by the Bureau of Labor Statistics, on food commodities, a service of the Agricultural Adjustment Administration, which offers services to test the fairness of prices in any locality. Following this is a discussion of industrial codes and the labelling of goods, where reference is made to the Cooperative Distributors who sell goods to specifications; the Food and Drug Act, which the author advises should be studied in every classroom and followed by a check-up on the advertising claims of some of the more common patent medicines, cosmetics or food; and a study and analysis of the Banking Act and how it affects the pupil and his family. A final discussion is given on domestic utility rates in which the author suggests an analysis of the monopolistic nature of power utilities.

Consumers' cooperative societies should appeal to social-minded teachers and administrators since they can be established within the school community through cooperative stores and the organization



of cooperative buying groups. According to Dr. J.P. Warbasse, there are at present 4,500 cooperative consumers' societies in the United States which did a more lucrative business during the depression than private concerns.

The largest organization of consumers at present is the Cooperative League of America, and the second largest is the Consumers League. Consumers need to organize in order to bring pressure on legislators by advocating a Department of the Consumer under the Federal Government for the regulation of the standard of goods bought by the consumer.

204. HOLMAN, CHARLES W., secretary, American Institute of cooperation and National cooperative milk producers federation. The American Institute of cooperation. In: American cooperation; proceedings, (American Institute of Cooperation), Washington, D.C., 1929, pp.7-8. Av. in Col., N.Y.P.L., N.Y.U.-WA.

This address presented before the American Institute of Cooperation, gives a brief outline of the history of the Institute, its aims, and its achievements. The organization began six years ago when the representatives of a number of national cooperative associations met in the office of the late Henry C. Wallace, the then Secretary of Agriculture. It was then arranged to found an educational enterprise which would develop efficient cooperative executives and an intelligent and loyal membership.

The sessions have always been held on the campus of some nationally recognized educational institution. The present meeting, with members from 32 states and two foreign countries, is devoted to trying to solve some of the current, pressing problems of the cooperatives. There are both classes for students, for which credit is given on the University records, and conferences on trade problems, which are conducted by cooperative leaders and experts.

Mr. Holman feels that the Institute has made important progress. The major work of the Institute will be to prepare men and women to assume the greater responsibilities which the Cooperative Movement of the future, as a result of the creation of the Federal Farm Board which will use its powers and funds to assist the cooperatives to help themselves, will place upon their shoulders.

205. HOOF, ROBIN, Ed. of Cooperative marketing journal. The Cooperative viewpoint. In: American cooperation; proceedings, (American Institute of Cooperation), Washington, D.C., 1929, pp. 223-232.) Av. in. Col., N.Y.P. L., N.Y.U.- WA.

The training of cooperative leaders has been well begun; but the real beginnings have hardly yet been instituted in the training of the rank and file of the membership and prospective membership of present day cooperatives, nor have any extensive beginnings been made towards preparing the next generation for places among the rank and file of cooperative membership.

The Vocational Education Service, however, conducts evening adult courses by utilizing funds provided by the Smith - Hughes Act. A ten-day course was given in Colorado during which informal group discussions were held and students were encouraged to ask questions on pressing local problems. Motion pictures were used when visual education seemed necessary. The course taught covered the following topics: What is Marketing; Why We Have Marketing Problems; Things Cooperatives Can and Cannot Do; The Business Structure of Cooperatives; Pooling and What It Means to Cooperative Marketing; Cooperative Marketing Laws; Cooperative Marketing Contracts; Responsibilities of



Members, Directors and Managers; Objections to Cooperative Marketing; Agriculture in Denmark.

The satisfactory results of such schools is shown by the increased enrollment from the first session to the last. The courses given differed in the several localities in an attempt to relate them to the need of the communities.

206. HORNER, J.T., prof. of agricultural economics, Michigan agricultural college. What the colleges can do to train for cooperative service. In: American cooperation; proceedings, (American Institute of Cooperation), Washington, D.C., 1925, v. 1, pp. 198-210.)  
Av. in Col., N.Y.P.L., N.Y.U.-WA.

In order that Cooperation in agriculture may bring the fullest measure of benefit to both rural and urban society, the farmer himself must take an active part. He must have a full understanding of underlying principles in order to obtain desired results. Colleges can do much to give this understanding. They can give a broad training that will enable the student to understand agricultural problems, think clearly on economic questions, teach him to analyze the problem at hand, and how to work for cultural aims rather than material benefits only. The success of Cooperation in Denmark and Ireland is largely due to their educational programs.

The college student cannot make real progress in Cooperation until he knows actual farm conditions. On the other hand, unless the farmer has a full understanding of the purpose of Cooperation, and the better community life that results from it, cooperative development will not succeed.

The college should teach that Cooperation is a business, that it does not begin until after organization, and that it is not a cure for all of the ills of agriculture. Furthermore, benefits of Cooperation are usually in proportion to obligations, and a permanent and stable market is far more important than an unstable price advantage for an uncertain period.

207. HOUSTON, DOROTHY. Course of study on consumers' cooperation. With preface by John Anderson Rockwell. St. Paul, Minn.: State of Minnesota, Dept. of Education, circa 1938. 91 pp. With bibl.  
Av. in Coop. L.

Contents: Preface by John Anderson Rockwell, Commissioner of Education - p. 5. Foreword - 7. Introduction to the Teacher - 9. Outline for Course of Study on Consumers' Cooperation - 15; Unit I. What Consumers' Cooperation Is - 15; Unit II. How the Cooperative Method Works - 23; Unit III. Cooperatives in Your Community - 31; Unit IV. Cooperative Development in the United States and Minnesota - 36; Unit V. Beginning of Consumers' Cooperation and Its Development in Great Britain - 46; Unit VI. Swedish Cooperatives and Monopoly - 52; Unit VII. Cooperation: A World-wide Movement - 58; Unit VIII. Varieties of Consumers' Cooperative Enterprises - 64; Unit IX. Credit Unions - 69; Unit X. Evaluation of Consumers' Cooperation - 76. Outline for Brief Survey of Consumers' Cooperation - 80. Notes on References - 83. General References - 86. Books - 86. Pamphlets - 87. Bibliographies - 89. Public Affairs Pamphlets - 89. Periodicals Dealing With Consumers' Cooperation - 90. United States Government Agencies Providing Information and Material on Consumer Problems and Consumers' Cooperation - 91. Non-Governmental Agencies Providing Information and Material on Consumers' Cooperation - 91.

This booklet is intended primarily for the use of teachers. In her Foreword, the writer says that the consumers' cooperative movement must be studied in any course that "attempts to present a description and explanation of modern social and economic life and its historical development." Moreover, the movement is advocated as one of the methods which is being advanced as a democratic means of achieving greater economic justice and security. Ideally, the study of consumers' cooperatives should be integrated with the entire school curriculum, but in Minnesota the plan is not carried out. This book is intended to be used until such integration is achieved.

It is also pointed out that this outline, because of a general lack of sufficient knowledge of the subject on the part of the teachers, and because there is an insufficiency of suitable material, has been constructed in considerable detail. However, it can easily be modified to suit the needs of a particular school, and it may also be useful to teachers of junior high schools as well as to the teachers of senior high schools for whom it is especially written.

The outline, divided into ten units, follows the same general plan for each unit. Each is preceded by an explanatory note, followed by the outline itself, then suggested problems and activities are given, possibilities for further study, and finally a list of references.

The suggested course on Consumers' Cooperation is designed to give a clear understanding of the movement, enabling the student "to recognize and to describe a cooperative association and to contrast its methods with those used by other groups." At the beginning of the course on the working of the cooperative method, it is pointed out in the prefatory note that although a cooperative usually starts as a result of the needs of a local group, such locals tend to unite to form wholesales and federations. In communities where local cooperatives are important it is suggested that the third course, "Cooperatives in Your Community," may be taken in conjunction with the course on cooperative method.

Units Four to Seven are devoted to the historical development of cooperative enterprise. Unit Four deals especially with the origin and growth of the movement in the Middle West, Minnesota, and in the United States as a whole. Unit Five discusses the origin of Cooperation in Great Britain and its later development there. Unit Six discusses the Swedish cooperatives, for the Movement in Sweden "most clearly illustrates a practical, growing, and unified movement which has a noticeable effect on most of the nation's business." Unit Seven is devoted to a general discussion of Cooperation throughout the world.

The preparatory note to Unit Eight states that consumers' cooperatives have been classified in many ways. Here they are divided into commodity, service, and credit cooperatives. Unit Eight considers the first two of these. Unit Nine the last. Ten is a summary of the series. It is noted that such a survey should include an evaluation of cooperative enterprise, an impartial consideration of its advantages and disadvantages, and an estimate of its significance.

An outline for the brief summary of consumers' cooperatives for a teacher whose time is limited, and an extended list of general references and of governmental and non-governmental agencies which will provide information on consumers' cooperation, is also given.

208. HOUSTON, DOROTHY. senior research assoc., Dept. of education. The Teaching of cooperation in the public schools. (Consumers' cooperation, (Cooperative League of U. S.), New York, July, 1938, v. 24, no. 7, pp. 103-107.)  
Av. in N.Y.U.-WA.



Evidence from a number of publications and books written on the development of Cooperation shows that there has been an increased public interest in the Movement. This interest has been reflected in many schools of the United States, especially in Wisconsin, North Dakota and Minnesota. Legislative acts in these states have resulted in the inclusion of Cooperation in their school curricula.

However, there are still many schools and colleges that ignore the subject. A recent survey made by the Cooperative League of the United States showed that 18 colleges offered specific courses on the Cooperative Movement, and 131 others included the subject in courses on marketing, economics, or sociology. The subject very rarely appeared in the elementary and secondary schools. In contrast, the subject of Cooperation is taught in all French schools, and has been so included since 1900.

Although the Movement in the United States is relatively new, Cooperation should be included in course of study. The author feels that it is an appreciable factor in our economic life and that it brings the student closer to everyday life and the pulse of the community, and she points out two reasons why the subject should be included in the curriculum. Cooperation is a form of economic organization and a method of doing business. It presents facts so that the students who eventually become citizens and consumers can draw their own conclusion based on knowledge and understanding rather than on propaganda. If it is to be included in the schools, there are two important factors to be considered, namely, the question of materials and their preparation, and the selection of teachers.

209. HUDSON, GEORGE T., extension economist, Division of information and extension, Farm credit administration. The Co-ops and rural education. (News for farmer cooperatives, (U. S. Farm Credit Administration, Washington, D. C., Apr., 1938, v. 5, no. 1, pp. 15-17.) Av. in N.Y.P.L.

The basis for success of a cooperative program requiring the voluntary participation of farmers is an understanding of how it functions as well as what it accomplishes. Unless a cooperative is built on a firm foundation of informed members, its future is insecure. The old failure of many cooperatives can be traced to their attempt to perform a job their members did not understand. Therefore, emphasis must be placed upon the education of members. Basically, educational work is the most important activity a cooperative can carry on among its members.

Thus the cooperatives play an important part in rural education today. Whereas formerly the rural student rarely went beyond grammar school, today, due to cooperative studies, the education of the rural student is carried on mostly through high school and often on into the agricultural college.

This changed attitude by the rural student toward education has all come about as a result of a changed curriculum. The high school course now runs less to literary and very much more to vocational activities. There are 4-H clubs, Future Farmers' chapters, high school courses in agriculture, supervised farm-practice work, and part-time courses for older farm boys out of high school. Not only in the rural schools, but in the cooperative association itself, rural education is a continuous process. Through the educational facilities of their cooperatives the students learn how these businesses are related to farming, why they are necessary, how they may be improved, and how they are operated. By providing themselves with educational facilities within their own cooperatives, farmers thus may learn many of the principles of business organization and methods of business management.



210. INDUSTRIAL AND LABOUR INFORMATION. The Cooperative Movement in the United States: compulsory teaching of cooperation in Wisconsin. (International Labour Office, Geneva, Switz., Oct. 28, 1935, v. 56, no. 4, p. 130.)  
Av. in N.Y.P.L., R.S.

According to a law recently passed by the Wisconsin legislature, cooperative marketing and consumers' cooperation must be taught in all State schools beginning September 1, 1935. The University, teachers' colleges, normal schools and every public high school and vocational school shall prescribe adequate and essential instruction in cooperative marketing and consumers' cooperation. Knowledge of Cooperation is required for a certificate to teach economics, social studies, or agriculture. The State Superintendent of Public Instruction and the Dean of the College of Agriculture at the State University must prepare outlines and other text materials for the guidance of teachers of cooperative courses.

211. JACOBSON, GEO. W. An Experiment in cooperative learning. (Cooperative pyramid builder, (Cooperative Central Exchange), Superior, Wis., Apr., 1928, v. 3, no. 4, pp. 106-109.)  
Av. in N.Y.P.L.

The Northern States Cooperative Training School, founded by a group of young men and women for studying the phase of the farmer-labor movement known as consumers' cooperation, gives courses in cooperative history, philosophy, tactics and administration. Besides the regulation courses in cooperative bookkeeping, business technique, and cooperative store management, a course is prepared on the theory of the Rochdale Movement. The article states that the Cooperative Commonwealth, the dream of men through the ages, was also the goal of the Rochdale philosophy. This goal, it is contented, could be attained through the organized purchasing power of consumers.

Cooperation, according to the author, replaces the capitalist economy and the political state. In spite of the open opposition of these institutions, this is accomplished by Cooperation without the group aid of political and trade union organizations. "Cooperation would reconstruct society on its own volition through example and demonstration of economic superiority in efficiency and service to the consumer."

It is the hope of this organization that the replacement of old ways of teaching by new ways will lead to a conversion of cooperative schools into people's universities, furnishing better technical training for cooperative work.

212. JESNESS, O.B., chief, Dept. of agricultural economics and rural sociology, College of agriculture, University of Minnesota. Digest of round table conferences on needed research in cooperation. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D. C., 1936, pp. 743-750.  
Av. Col., N.Y.P.L., N.Y.U. - WA.

A round table discussion by eight members of the American Institute of Cooperation which considered the necessity of research work by cooperatives concluded that there should be two types: one being of a fundamental nature; and the other directed at the solution of immediate specific problems.

Mr. Jesness expressed the thought that certain conditions must exist if full benefit is to be derived from the expenditure of funds in research on cooperative problems. One is that research institutions and the cooperatives themselves must be alive to the problems

needing attention; another is that the institutions must be adequately equipped and supported with personnel and funds to carry through research studies in this field.

One of the conference members stated: "What we really need is research work which will indicate to us and to the producers of today what may be done to re-adapt farm business organization to present modern conditions and to probable future conditions." Another member, illustrating the usefulness of research in immediate problems, described a cooperative which has founded a fellowship to study the relation of the quality of egg-white to poultry feed. Such research might effect improvement of poultry and benefit thousands of the cooperatives' members who are buying every year about 150 tons of feed for poultry sustenance.

Such questions as to whether cooperatives are interested in unprejudiced research, and whether they are as interested in solving problems as in finding actual facts, were discussed.

213. JOHN C. CAMPBELL FOLK SCHOOL. I sing behind the plough. Brass-town, N.C., 1938, 19 pp. With illus.  
Av. in Coop. L.

The John C. Campbell Folk School is situated in Brasstown which is in the extreme southwestern part of North Carolina. The founder (Mr. J.C. Campbell himself), Mrs. Campbell and a Miss Butler, had studied cooperative schools and societies in the northern countries of Europe. In 1925, with a young Dean to take care of farm operations and cooperative activities, and an experienced forester, who directed the proposed plan, they opened their school in an old farmhouse and invited members of the community to come in and discuss their problems. The School is a model farm and serves as an agricultural center for the community.

Its activities are mainly educational. The inter courses conducted in the School are based upon the principles of the Danish Folk High Schools which are: The School seeks a better life for the region, and it teaches that Cooperation presents the only chance of economic success for Southern small farmers, inspiring them to become prosperous cooperators.

In 1928, the Mountain Valley Cooperative was launched and managed by the members of the community, through which the School and the community markets its milk, eggs and poultry. Two years earlier, the Brasstown Credit Union was organized which doubly provides the community with a means of saving and of getting small loans for productive purposes.

Seven young people of the community attended the School's first regular session in 1927 - 28, the curriculum consisting of informal talks and discussions on the development of the human race, appreciation of tradition, lessons on agricultural problems and methods, surveying, forestry, simple building construction, handicraft, folk dancing and organizing cooperatives. Eventually, the John C. Campbell Folk School hopes to be completely self-supporting.

214. JOHNSON, CHARLES E. Coops teach self-help in Nova Scotia. (Michigan Farm news, (Michigan State Farm Bureau), Charlotte, Mich., Feb. 1, 1941, v. 19, no. 2, p. 4.)  
Av. in Coop. L.

A new program of adult education was proposed by Dr. O. L. Ulrey, Michigan State College agricultural economist to the State College Junior Farm Bureau.

Dr. Ulrey based his educational program on that of Dr. Tompkins

of the St. Francis Xavier University, Nova Scotia. Extension Division. Dr. Tompkins started his educational work which has resulted in cooperative selling and buying organizations for lumbermen, farmers, and fishermen, in 1923. The cultural advantages of working together for a common cause have netted the townspeople and the country community a fine library, attractive houses and a wonderful unity of thought.

The secret of the cultural and economic advantages attained by the participating cooperators is in a plan of adult education. The work is accomplished by University Extension workers meeting with representatives of a community to discuss local economic problems, which will stimulate the community to action. When these approaches are determined, the Extension workers conduct mass meetings in the community by which they seek to break the set minds of the people. This is a practical application of the St. Francis University philosophy. "Build the people and the people will build the environment."

215. JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES. Cooperative marketing in the schools. (Washington, D. C., Feb., 1926, v. 15, no. 2, p. 52.)  
Av. in Col., N.Y.U.-WA.

The Department of Rural Education of the National Education Association of the United States recently announced the inauguration of a new policy described as that of preparing farm children for future participation in cooperative agriculture. Courses of study have been revised and important facts on cooperative marketing have been selected for insertion in text books to be used in the teaching of rural and urban pupils alike.

The reasons motivating the department can be reduced to the simple fact that farmers lack the money necessary to support good schools and consequently are unable to provide better educational facilities as long as they persist in selling their crops individually at cost or less than cost instead of marketing them collectively at a profit. Farmers must be taught the basic principles of cooperative marketing and the form and methods of marketing organizations. The importance of loyalty to their group must be emphasized. To accomplish this end, the age-old procedure of teaching the youth to influence their elders is contemplated.

The Committee of the National Education Association having the project in hand is composed of educators, heads of various business organizations, agricultural and marketing experts. Ex-Governor F.O. Lowden, of Illinois, is the Chairman of the Committee, and Macy Campbell, of the Iowa State Teachers College at Cedar Falls, is its Secretary.

216. JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES. N.E.A. committee recommends study of cooperatives in schools. (Washington, D.C., Oct., 1938, v. 27, no. 7, p. 212.)  
Av. in N.Y.P.L., N.Y.U.-WA.

The National Education Association Committee on Cooperatives makes several suggestions in Part V. of its 1938 report to all the existing industrial and commercial systems to bring comfort and happiness to the masses instead of only profits to the few who control the manufacture and the selling of goods.

The report envisages a change in our civilization and recommends the teaching of Cooperation in the schools, not merely as an added course, but as an integrated part of the whole curriculum showing the place of Cooperation in social science, home economics, mathematics, agriculture, health education, chemistry and biology.



This review stresses the sections of the report dealing with homes, economics and the problems of American democracy, emphasizing the benefits of Cooperation in these fields. In addition it contains valuable material for teachers, a description and historical sketch of cooperatives, a comparison between Cooperation and the competitive system, explanation of different types of cooperatives, and information on how to organize and manage a cooperative association.

Occasional reference is made to the "Report of the Inquiry on Cooperative Enterprise in Europe" conducted by the National Education Association in 1937.

217. KENYON, Prof. A.B., dean, Alfred college. Educational and ethical aspects of cooperative savings and building and loan associations. In: Thirty-fourth Annual convention of the New York State League of savings and loan associations at Buffalo, June, 1921, New York, 1921. pp. 27-32.  
Av. in R.S.

The author, an officer of a local building and loan association for thirty-seven years, discusses the need for teaching the idea of savings as a part of our educational system. The instruction given the new cooperator by the officers of the association and the assistance of the association itself have often aided him to overcome the difficulties encountered in starting his first savings account. Mr. Kenyon also considers the educational influence and ethical value of cooperative savings and loan associations upon the officers, the membership, and the people at large.

218. KILGORE, DR. B.W., pres., American cotton growers exchange. Cooperative marketing education. In: Proceedings of fourth National cooperative marketing conference at Washington, D. C., Jan., 1926, (National Council of Farmers Cooperative Marketing Associations), Washington, D.C., 1926, pp. 116-118.  
Av. in N.Y.P.L.

New educational facilities and courses in farm centers, colleges, and state universities in order to promote competent marketing education are urged. These courses should include the training of field service men which (in connection with the agricultural press) would educate farmers in cooperative marketing, county agricultural agents, Smith-Hughes teachers, farm life school teachers and Federal service workers. The American Institute of Cooperation in Washington, D.C., is pointed out as an organization with a board of trustees incorporated under the laws of the District of Columbia to conduct an institute for the special purpose of teaching cooperative marketing.

Since favorable public sentiment is necessary for the development and growth of the Movement, the author makes an appeal that steps be taken to make it favorable to cooperative marketing. Much valuable time would thereby be saved in the educational process.

219. KILGORE, B.W., pres., American Cotton Growers exchange. Value and place of education in the cooperative marketing movement. In: Proceedings of Third National cooperative marketing conference at Washington, D.C., Jan., 1925, (National Council of Farmers Cooperative Marketing Associations), Washington, D.C., 1925, pp. 78-80.  
Av. in N.Y.P.L.

Opinions expressed at the Cooperative Marketing Conference emphasized the real need for a practical system of education for members, directors and officers of organizations so that those engaged

in cooperative marketing may have a better understanding of the system. The technique of Cooperation can be taught in the colleges and State universities, and the story of cooperative marketing given in the public school systems. The government, whose function it is to help to educate by means of systematic educational propaganda can aid by the establishment of special schools.

Experimental schools in cooperative marketing that have been conducted in several states, were discussed informally. A report is given by the author from the Federal Trade Commission on Cooperation in foreign countries. Problems confronting the National Council of Farmers Cooperative Marketing Associations are included, as how to organize the educational system, what should be taught, and the need of good textbooks for classroom or extension courses.

220. KLINEFELTER, C.F., asst. director, Educational division, FERA. Education under the relief program. (Cooperative self-help, (Federal Emergency Relief Administration), Washington, D. C., July 1937, v.1, no.2, pp. 14-15.)  
Mimeographed.  
Av. in Col., N.Y.U.-WA.

Authorization was granted in 1934 by Harry L. Hopkins the Federal Emergency Relief Administrator, to develop educational projects. Classes were held both for adult education and for nursery schools. Vocational training classes were offered to unemployed adults for vocational rehabilitation; the attendance of the nursery schools was made up from children less than the legal school age in under-privileged homes and needy unemployed families.

The author feels that a similar program would offer limitless opportunities for educational services to members of cooperative self-help groups. He suggests that inquiry be made to the city or county superintendent of schools and the local Relief Administrator as to possibilities for organizing classes to meet the special needs of the members of cooperative groups in particular areas.

221. KRAEMER, ERICH. German and American educational cooperative institutions. (Cooperative marketing Journal, (National Cooperative Council), Washington, D.C., and Memphis, Tenn. Mar., 1930, v.4, no.2, pp. 42-45.)  
Av. in Col.

The article compares German and American educational cooperative institutions, noting similarities and differences in their aims, purposes and methods of instruction. A good illustration of German cooperative schools is "The German School of Agricultural Cooperation," founded in 1904 by the National Union of German Agricultural Cooperative Associations, which is the largest central organization of this type of the German agricultural cooperatives.

The purpose of this school was to train auditors and officials of cooperative organizations, and to create a school where persons already connected with the central organization or its district or local units as well as applicants for cooperative positions could be given both a theoretical and a practical training in all fields of cooperative activity. The curriculum of the school covers a wide range of subjects. During the winter of 1928-1929 the following subjects were taught: principles of agricultural cooperation; cooperative law; bookkeeping and analysis of financial statements; general introduction to law; fertilizers and feeding; business phase of agriculture; money and banking; adding; organization and management of cooperative agricultural associations; taxation; civics; statistics.

The classroom treatment of these subjects was supplemented by special lectures given by a number of leading officials in the field of agricultural cooperation. Another contribution to the educational result was the arrangement of weekly debates by the students, in which their teachers participated. Furthermore, the students organized a "savings and purchasing association" which serves as a savings institution where the students may deposit their purchasing money at a certain interest rate. It also serves for the joint purchasing of necessary supplies, primarily for buying books and other material for the course. The association therefore furnishes an excellent training in cooperative practice.

In the United States the work of the American Institute of Cooperation approaches nearest to the German plan because classes are attended not only by undergraduate and graduate students for the acquisition of academic credit, but also by cooperative officials and other persons interested in the Movement. However, the very fact that the subject matter must be adjusted to the heterogeneous nature of the student body and to the limited time available for the course, makes it difficult to deal with the chosen subjects as thoroughly as is done in the German school and prevents the addition of other desirable subjects offered in the regular curriculum of The German School of Agricultural Cooperation.

The cooperative schools which have been held in more and more states of this country during the last few years seem to have been of a purely community character. Sometimes they have formed part of the annual farmers' week organized by state colleges. In other cases they have been held separately. While it is true that these community cooperative schools fostered by the Division of Cooperative Marketing, the Extension Service, state bureaus, general farm organizations and cooperatives, can be very effective in teaching cooperative officials, members and prospective members the possibilities and limitations of cooperative organization, it is to be noted that they do not fully solve the problems of adequate training for cooperative officials and employees.

Only a small number of cases can be found in this country where special efforts have been made to increase the efficiency of the staff of agricultural marketing associations by holding separate training courses for cooperative officers, managers and employees. In Iowa and North Dakota, courses for elevator managers were given in 1925. In 1928, the Farmers' Union of Nebraska held a training school for managers, assistant and prospective managers of Farmers' Union Cooperative enterprises. Also in 1928, a school for the training of loading inspectors was organized by a cooperative fruit marketing association in Georgia. It is quite likely that the Federal Farm Board will be able to interest state universities and colleges in the extension of their teaching of cooperative marketing.

222. LANDIS, BENSON Y. Schools in economic democracy. (Journal of adult education, (American Association for Adult Education), Philadelphia, Pa., Apr., 1939, v. 11, no. 2, pp. 147-151.)  
Av. in N.Y.P.L., N.Y.U.-WA.

Illustrating the thoroughness of cooperative teaching, the writer cites the case of an author and school teacher who gave up his profession and bought a farm. After operating it unsuccessfully for three years he studied cooperative literature on the subject and made the farm a success.

A cooperative is a school in economic democracy that ultimately becomes both a school and a business. Although democratic ideas are not always practiced in large-scale cooperatives, the opportunity for democratic education still exists.



The American public is beginning to realize that the cooperative technique is not only a method of doing business but is also a valuable agency of adult education. Education is regarded by cooperative leaders as a means to an end, especially in the field of economics.

Facts and figures are presented to show that cooperatives are an educational force in this country. Mention is made of the Cooperative League of the United States which is maintained by the consumers' cooperative movement for the purpose of promoting education. This is done by the publication of literature, educational tours and the experimental Rochdale Cooperative Institute where personnel workers of the Movement are trained.

The chief agency of education carried on by farmers' cooperative associations is the American Institute of Cooperation, a non-profit educational enterprise that is devoted to discussions of the economic and social philosophy of Cooperation, problems of organization, financial practices, and the relations between governmental policy and agricultural cooperatives. Important educational work is also done by the National Cooperative Council (publisher of the Cooperative Journal), the Farmers' Educational and Cooperative Union, which sponsors a cooperative education service, and cooperatives established by the Farm Bureau where a certain percentage of gross receipts are set aside each year for education.

A brief description is given of the educational programs of several different types of cooperative groups so that the reader may gain an idea of the nature of the educational courses offered by these organizations.

These include the methods of the Consumers' Cooperative Service which operates a chain of cafeterias and maintains a circulating library, the Consumers Cooperative Association, which conducts a speakers' bureau, a visual education service and a literature sales service; the Eastern Cooperative League, which offers a training course to anyone over seventeen years of age, the Central States Cooperative League, which offers a nine-weeks' training course every summer, the Midland Cooperative Wholesale, which sponsors a managers' school, and the League Federation, which maintains a summer camp for its employees.

223. LANE, C.H., chief, Agricultural education service, Federal farm board. What Smith - Hughes workers can do. (Cooperative marketing Journal, (National Cooperative Council), Washington, D. C., and Richmond, Va., July, 1931, v. 5, no. 4, pp. 121-122.) Av. in Col.

The Federal Board for Vocational Education recognizes the necessity of starting and carrying on a more extensive system of teaching the principles of cooperative effort. Further, the Board hopes to render services which cooperative associations may need in the training of their members or their field or service representatives.

It is pointed out that vocational workers can work easily with State Marketing Organizations, but will encounter certain difficulties when they deal with larger organizations. In such cases, the Federal Board will intervene.

The board also proposes to have its agents take part in the meetings of cooperative associations, to encourage state supervisors to make contacts with managers for the purpose of determining educational needs, and advocates the providing of teaching material for high schools.

224. LANE, C.H. chief, Agricultural education service, Federal board for vocational education. What the Smith-Hughes system may do. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D. C., 1931, v. 1, pp. 121-122. Av. in Col. N.Y.P.L.

Mr. Lane says courses in the principles and practices of cooperative effort should be a part of every complete agricultural education program. The Federal Board for Vocational Education (the Smith-Hughes system) recognizes the necessity, and is ready to assist such a program. It proposes to render assistance in promulgating the principles of cooperative effort by these ten methods: having agents, representatives of the F.B.V.E. take part in meetings held by cooperative associations and vocational agricultural workers; encouraging State Supervisors to contact managers of cooperatives to assist in educational programs; making the vocational agricultural department the center of discussions of community marketing problems; preparing lessons dealing with the marketing of farm products designed for use in classes for adult farmers; stimulating and encouraging teacher-training institutions to give prospective teachers of vocational agriculture courses which will enable them to instruct future and adult farmers in the fundamentals of marketing; making available to state supervisors, teacher trainers (and to all in the field), the results of marketing research, and assisting in the further dissemination of such information; encouraging the selection of problems in cooperative marketing in connection with the nation-wide public speaking contest of the "Future Farmers of America," the national organization of boys enrolled in vocational agriculture courses; encouraging local chapters of "Future Farmers of America" to give training in cooperative marketing activities; encouraging directed or supervised practices in cooperative activities with all types of students as a part of the educational program; rendering any educational service which cooperative associations may head in the training of their members or their field or service representatives.

225. LIVINGSTON, FRANK H. Farmers union elevator managers' school.  
(The Farmers union herald, (The Farmers Union Pub. Co.), South St. Paul, Minn., Feb., 1941, v. 15, no. 2, p.1.)  
Av. in Coop. L.

It is reported here that the Farmers Union Grain Terminal Association of St. Paul, Minnesota, sponsored an intensive course on cooperative elevator management for four weeks at the North Dakota Agricultural College, at Fargo, beginning Jan. 4, 1941.

Thirty-six assistant managers of cooperative elevators from Montana, North Dakota, South Dakota and Minnesota enrolled as students, having been recommended by the field men of the Farmers Union Grain Terminal Association.

Functioning as an educational institution, the four-week course afforded all speakers complete freedom of expression. The first week was devoted to study of small grain grading, the second week to cooperative marketing, the third week to financing cooperative elevators, and the fourth week was spent on cooperative accounting.

Professors Bortfeld and Hemphill carried the load of college instruction. Tom Quinehan took the students through the Terminal's required reports. Audits, business correspondence, financial statements, balance sheets, efficiency ratios, operating ratios, negotiable instruments were studied in review. Harold Hedges of the Farm Credit Administration Cooperative Research Bureau of Washington, D.C., gave a national picture of the cooperative's financial status.

The students approved the course unanimously and were impressed by the fine spirit of cooperation shown by the college, the Farmers Union staff, the Farm Security Administration, the Farm Credit Administration and all who took part in making the school a success.



226. McKAY, A. W. Cooperation as high school study is new and promising move. In: U. S. Department of Agriculture: yearbook, 1927, (Government Printing Office), Washington, D.C., 1928, pp. 187-188. Av. in Col.

The teaching of cooperative marketing in American agricultural high schools, or in agricultural courses given in town or city schools, is a comparatively recent development. Mr. McKay says the first record of such a course being taught was in 1908 in a New York State school, and the second in a Massachusetts school in 1913. Up to 1919, apparently less than 1 per cent of the agricultural high schools in the United States were teaching cooperative marketing, while a recent survey indicates that approximately 85 per cent are now giving some form of instruction in this subject. About 55 per cent of the schools from which reports were received taught Cooperation in connection with commodity projects, and approximately 54 per cent in general agricultural courses.

The author points out that textbooks dealing with cooperative marketing, or the general marketing of farm products, are used to a limited extent, but that these are not always suitable for high school use. The majority of teachers are dependent upon State and Federal bulletins and in some instances solely upon reports of cooperative associations or articles in farm papers. Mr. McKay concludes that agricultural teachers are of assistance in outlining work in cooperative marketing and in the obtaining of appropriate curriculum material more than in other ways.

227. McKAY, A. W., agricultural economist, Div. of cooperative marketing, U. S. Dept. of Agriculture. Cooperative marketing in our educational system. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D. C., 1927, v. 1, pp. 14-26. Av. in C.C.N.Y.-B., Col., N.Y.P.L., N.Y.U.-WA.

Contents: Chapter I. Cooperation First Taught Fifteen Years Ago - p. 1; II. Recent Survey Covers All Prominent Colleges - 1; III. Courses All Varied as to Titles - 2; IV. Direct Contacts with Cooperative Enterprises - 3; V. Fewer College Men Taking Cooperative Courses - 4; VI. Increasing Interest in Vocational Schools - 5; VII. Enthusiasm Grows Year by Year - 6; VIII. Geographical Distribution of Teaching - 7; IX. Many Students are Members of Cooperatives - 8; X. Officials of Cooperative Associations are Helpful - 9; XI. Night Schools Furnish a Unique Opportunity - 10; XII. Teachers are Important "Link" - 11; XIII. Discussion - 12.

The author describes the instruction given in agricultural high schools; the extent to which the instruction is offered; the methods employed and the apparent trends in the development of cooperative marketing courses.

Although the number of courses in schools devoted exclusively to Cooperation have increased, the total number of college students taking these courses have decreased 30 per cent. When Cooperation first appeared in the curriculum, there were five special courses offered by four institutions, University of Kentucky, Massachusetts Agricultural College, Oregon Agricultural College and the University of California. Eight years later nineteen institutions offered 23 special courses and in a recent survey it was found that thirty-two colleges were offering 42 special courses of a highly diversified character.

The nature of the courses is indicated by varied titles as agricultural cooperation, cooperative marketing, cooperative accounting and cooperative organization. Professional lectures are the favorite



method of instruction, although text books, bulletins and miscellaneous publications are used at times. Twenty-seven colleges reported that problems were assigned to students.

Regardless of the fact that the number of college men are taking cooperative courses has not risen, there has been a rapid increase in the Smith-Hughes schools, both in courses and the number of students. A questionnaire sent out in May to 3,018 schools to which 1,479 (or 49 per cent) replied showed that 85 per cent of the schools were teaching cooperative courses and 55 per cent were teaching Cooperation in commodity projects. The teaching of cooperative marketing in agricultural high schools increased from 9 per cent in 1919 to 26.5 per cent in 1926, while 6.8 per cent indicated that instruction would begin in 1927.

The principal need of agricultural teachers is assistance in outlining the work in Cooperation and teaching material, such as up-to-date information, the accomplishments of the organization, the limitations of the problems and the trends of the movement. Emphasizing the opportunities for agricultural teachers, one Kentucky teacher said: "There is no more fertile field for scattering principles and methods than through the high schools. Every county has a high school. These boys exert a tremendous influence on their dads and neighbor farmers."

In a following discussion the conclusions made were that: The Division of Cooperative Marketing could act as an intermediary between the teachers and cooperatives; when possible, schools and cooperatives should work together to organize short-term schools in cooperative marketing; and agricultural teachers should welcome and utilize information or knowledge coming from cooperative associations. It was also suggested that the reports of the American Institute be put in high school libraries and be accessible to teachers as a source of information.

Tabular statistics are given throughout the article, and a tabulation gives geographical distribution of the teaching of Cooperation, showing a comparison of the increases from the time the course was first offered to 1927.

228. McKAY, A.W. Cooperative marketing schools for farmers held in three commonwealths. In: U. S. Department of Agriculture: yearbook, 1928, (Government Printing Office), Washington, D. C., 1929, pp. 221-222. Av. in Col.

Ten-day schools in cooperative marketing, designed primarily for farm people, were held in Colorado, Arizona, and Tennessee during 1928. The schools were conducted under the auspices of the State departments for vocational education. Twenty-one schools in all were operated. The author explains how the schools were conducted, the program followed, and comments on the good attendance and the seemingly good results.

The purpose of these schools was to bring to the farmers unbiased information with regard to marketing, and the place of cooperative organizations in providing marketing facilities.

229. McKAY, A.W. Cooperative marketing to be forwarded by educational program. In: U. S. Department of Agriculture: yearbook, 1926, (Government Printing Office), Washington, D. C., 1927, pp. 240-241. Av. in Col.

The basis of sound progress in cooperative marketing is an appreciation of essential marketing services to be performed by marketing organizations and a better understanding of the possibilities

and limitations of the movement. This, he states, was recognized by Congress in the Act approved July 2, 1926, creating a Division of Cooperative Marketing. A paragraph of this act authorizes the Division "to promote the knowledge of cooperative principles and practices and to cooperate, in promoting such knowledge, with educational and marketing agencies, cooperative associations and others."

The balance of the discussion in the yearbook is mainly on how this program of teaching is to be carried out and the best plan for disseminating information regarding cooperative marketing. Dr. McKay indicates the trends, presents the status of the movement, and points out other factors worthy of consideration by cooperators.

230. McKAY, A. W. Education under the Cooperative marketing act. (Cooperative marketing Journal, (Walton Peteet and Robin Hood), Washington, D. C., and Memphis, Tenn., v. 1, no. 2, pp. 42-44.)  
Av. in N.Y.P.L.

Congress, recognizing the need for education in cooperative marketing, approved an Act, July 2, 1926, creating a Division of Cooperative Marketing in the United States Department of Agriculture. A short-term cooperative school will be conducted jointly with agricultural colleges and cooperative associations of the various states. The first school will be held in Athens, Georgia, January, 1927, utilizing equipment of the State University.

The idea is not new, similar schools having been conducted by the National Council of Farmers' Cooperative Marketing Association, the American Farm Bureau Federation, European countries and the Folk High Schools of Denmark. This school is designed to equip the members, directors, and employees of cooperative associations to carry on more efficiently the business in which they are engaged, and will result in a more coordinated effort of the cooperative state in meeting the common problems. The courses offered will be practical in the main, specific problems to disseminate correct economic concepts concerning Cooperation. Short talks will be given on effective price and sales policies which will aid in better marketing and round table conferences will be held after each paper to analyze the problems of local cooperatives and the marketing problems of the state. Films will be used to illustrate practical examples. Education in cooperative marketing can be taught to boys and girls whom the local community meeting would not reach through clubs, civic organizations and agricultural high schools.

A survey made of cooperative associations revealed that those that have made permanent success have done so because of an informed membership. Those cooperatives that have failed to grasp the meaning of Cooperation have fallen short of operating efficiency.

231. McKAY, A.W. Teaching cooperative marketing. (Agricultural cooperation, (U.S. Bureau of Agricultural Economics, Dept. of Agriculture), Washington, D.C., Oct., 1927, v. 5, no. 20, p.388.)  
Av. in Col.

The study of cooperative marketing in agricultural high schools should be based on local community conditions. A general survey of social and educational activities of local cooperatives should be made particularly to determine the attitude of the farmers towards Cooperation.

Although all study in cooperative marketing should be practical and given a local application, it is necessary to consider the movement from a national point of view as well. Students should be taught the status and trends of agricultural cooperation in the United States,



the principles on which, sound Cooperation is based, its possibilities and limitations, and cooperative practices as they are carried out in the operations of representative associations."

Considerable illustrative material including pictures, lantern slides, films, and bulletins dealing with various phases of cooperative marketing, are obtainable from the Department of Agriculture for use in schools.

232. McKAY, A.W. Use of surveys in teaching agricultural cooperation. (Agricultural cooperation, (U. S. Bureau of Agricultural Economics, Dept. of Agriculture), Washington, D.C., Oct., 1928, v. 6, no. 22, p. 439.) Av. in Col.

Farmers are frequently interested in forming an association to market certain commodities or to buy farm supplies. In this connection, an agricultural teacher can be of service in directing a survey which can be carried on by a committee of farmers or by a group of high school students who are studying cooperative marketing in class. The general problem may be studied under the following subdivisions: the need for an Association; what an Association can accomplish; volume of business and operating expense; the farmers' attitude towards Cooperation.

An analysis of the favorable and unfavorable factors and a clear understanding of these factors will greatly enhance the possibility of success if organization is undertaken.

233. McKAY, L.F. The Policy of the field service department. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D. C., 1926, v. 2, pp. 264-269. Av. in Col., N.Y.P.L., N.Y.U.-WA.

Farmers of America had a much better bargaining power 75 years ago than they have today. The individual farmer can no longer compete with other lines of business, because the latter are highly organized, and the farmer is not. The day of individualism is gone, and the day of organization is taking its place. Farmers must learn the fundamental principles of organization in order that they may understand what is necessary for them to do to insure the success of cooperatives. This is the job of the field service department of the cooperative association.

In field service departments, men with intelligence to whom authority can be given should be engaged. Since these men are practically salesmen of an idea, they must be paid accordingly. These teachers should be in contact with the individual members, but they must give special attention to member-leaders because, generally, they are capable of more intelligent thinking than the men who follow them.

234. MACPHERSON, Dr. HECTOR, prof. of agricultural economics, Oregon State college. Education in cooperation in Oregon. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D. C., 1926, v. 1, pp. 513-516. Av. in Col., N.Y.P.L., N.Y.U.-WA.

The Oregon Agricultural College first instituted classes in cooperative education as far back as 1912. The successful results of this experiment led to a law being drafted in 1914 which was passed by the legislature, which tried to make interest in Cooperation general and constant. The farmers' organizations strongly supported the movement and made requests for speakers and lecturers. Their demands resulted in the establishment of the Bureau of Organization and Markets



which through collaboration with the Bureau of Markets of the United States Department of Agriculture, began a more vigorous campaign of education in the principles and practices of Cooperation.

A three-day Cooperative School was established in 1926 as a result of the direct contact of Mr. Hurd, (an extension specialist in the field of agricultural education) with directors and officers of cooperative associations in all parts of the State.

The work done to educate the youth in Cooperation and to stimulate the interest of their families is also discussed by the author. Professor MacPherson admits that there is a shortage of leadership in the Movement. This situation can be remedied only by giving more general and more thorough training to qualified persons.

235. MALTBY, ROBERT D., agent for agricultural education, Federal board for vocational education. The High school as a point contact for the cooperators. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D.C., 1929, pp. 209-222. Av. in Col., N.Y.P.L., N.Y.U.--WA.

Agricultural training in the public schools began with the passage by Congress of the Smith-Hughes Act in 1917. This act, primarily intended to aid in achieving maximum production to supply the armies of the United States and its allies, appropriated Federal funds for the promotion of all types of vocational education. The act continued to be enforced after the War. In 1929, the George-Reed Bill increased the funds allotted to vocational agricultural education, at a time of nationwide discussion of cooperative effort as a means of farm relief.

Mr. Maltby believes that an added obligation has been placed upon the administrators to include the fundamental principles of Cooperation in the courses offered vocational agricultural students. There are two fundamental policies for such a program—that vocational agriculture should concern itself with man and not with production, and that the training must be done through participation. This means that students must be trained to become intelligent cooperators, and that any subject taught them must include actual practice. There are now about 100,000 farm boys and some 50,000 adults taking systematic instruction in vocational agriculture which includes some form of supervised practice work of a productive nature on the farm. The "Future Farmers of America" offers boys both training for farming and experience in cooperative work. Fifty per cent of the adult classes conducted under the Smith-Hughes Act resulted in some form of cooperative activity.

The author gives four reasons why farmers should organize: to improve their financial condition—to secure their rights through legislation; to better their social condition; to extend their educational facilities. If cooperatives are to prosper permanently they should pay especial attention to the last named consideration.

Cooperatives can assist this educational program financially by offering their facilities for the disposal of products grown by the students, assisting in financing by extending credit, and by supplying suitable material with which the students may work. The individual must be instructed in the fundamental principles of cooperative effort and the advantages that will accrue to him as a cooperator, and the troubles that he may have to overcome. The five things which the cooperatives might do to assist in the instruction in cooperative effort are: encourage their members to take advantage of the systematic instruction in vocational agriculture; furnish the teachers with information concerning the classes, grades, and qualities of products that are sold by the cooperatives; furnish material on the principles of Cooperation and their application; plan and supervise educational

marketing tours; help promote the establishment of vocational departments and assisting the agricultural teachers in coordinating their program with that of Cooperation.

236. MANNY, T.B., senior agricultural economist, Bureau of agricultural economics. Cooperative spirit of farmers varies with schooling and habit. In: U. S. Department of Agriculture; yearbook, 1931, (Government Printing Office), Washington, D.C., 1932, pp. 154-156. Av. in Col., N.Y.P.L.

Farmers' organizations have seldom, if ever, been able to include as members the majority of the producers residing within the several areas of activities of these bodies. This is true whether the organization is for marketing, purchasing, general educational, or civic purposes.

A summary of more significant findings concerning the human factors as related to these cooperative organizations reveals that the greatest single difference among the farmers who were studied, that their membership relations, members, ex-members, and non-members, to these organizations, varies according to the amount of formal schooling that they have had. Thus, farmers who did not finish country school are much more likely to be non-members of local organizations than those who have obtained a high-school education or better. This situation is most marked in areas where differences in the schooling received by farmers are the greatest. Renters are less cooperatively minded than owners. Organization leaders and members should not feel defeated when time and energy does not cause these persons to join, but in order to solve the problem they should strive to replace them with a younger, better trained, and more easily approachable generation.

Organizational pressure brought to bear in favor of adequate rural schools is usually better spent than is an equal amount of effort used in trying to induce people who are unable to cooperate successfully to join these organizations.

237. MARIS, PAUL V. College readjustment to the new cooperative program. (Cooperative marketing journal, (National Cooperative Council), Washington, D. C., and Memphis, Tenn., May, 1930, v. 4, no. 3, pp. 76-80.) Av. in Col.

The Agricultural Marketing Act of June 15, 1929, has ushered in a period of fundamental readjustment in our system of marketing agricultural products and has opened the way for other important economic developments. It is obvious that the state agricultural college (which is an agency of the State and Federal governments for special service to agriculture) should formulate some policy with respect to this changing order.

The only logical and acceptable policy is one in which the college plays a constructive and helpful part in the economic readjustments that are under way, notwithstanding the unavoidable and inevitable dangers involved in an honest and courageous execution of such a policy. This will necessitate further training in Cooperation and in leadership on the part of extension workers so that they can be really helpful in solving the problems which arise in the course of their work.

There are several difficulties which extension workers may partially overcome. The first is trouble growing out of a tendency of making a political issue out of the program sponsored by the Federal Farm Board. Another will result from the rapidity with which read-



justments are now being made. Yet another is that the extension staff will be associated with some marketing ventures that will not be successful. The remedy for these troubles lies in training extension workers and specialists who will be thoroughly drilled in agriculture, experienced in dealing with people, and really interested in economic problems. There is need for assistance in budgeting and bookkeeping and helping the cooperative organization with routine problems of operation.

238. MIERZYNSKI, JOSEPH. Cooperative education. In: Report of proceedings of the first American cooperative convention at Springfield, Ill., Sept., 1918, (Cooperative League of America), New York, 1919, pp. 106-109.  
Av. in Col., N.Y.P.L.

A brief account is given of the growth of the Palatine Commercial Corporation, a Polish society organized in 1917 with headquarters in Chicago, Illinois.

Although many cooperative stores have been founded, they were not very successful because of insufficient help and poor management. In order to combat this unsatisfactory condition, a school was opened by the Corporation for the instruction of members in cooperative and business principles. In addition, a store paper is published which is intended to stimulate the interest of the public in cooperative stores and acquaint customers with cooperative working methods. The aim of the organization is to establish a chain of general stores.

The Corporation is organized under the "Blue Sky Laws" and returns a ten per cent per annum dividend to all customer members and 6 per cent to non-members. Other funds are set aside for school and newspaper expenses.

239. NORTHERN STATES COOPERATIVE LEAGUE, MINNEAPOLIS, MINN. The Training school of the Northern states cooperative league. In: Year book, 1925, (Northern States Cooperative League), Minneapolis, 1925, pp. 22-28.  
Av. in N.Y.P.L.

The Cooperative Central Exchange of Superior, Wisconsin, established a training school in 1918. After a period of five years of development it has proved to be a phenomenal success. From among its 175 graduates there have developed more than a score of efficient cooperative store managers, and many more graduates are serving cooperative societies in other capacities. For the benefit of its affiliated societies (all of which are Finnish) the Central Exchange conducted its training school in the Finnish language.

The plan to conduct a similar school in the English language originated at the meeting of Executive Board of the Northern States' Cooperative League in 1922. The first school was opened in Minneapolis, Minnesota, in September, 1923, with an enrolled membership of 22 students. The term of the first school was scheduled for a period of five weeks, covering the following subjects: theory, principles and methods of Cooperation; history of Cooperation; organization, administration and management of cooperative stores; bookkeeping; administration and management of cooperative industries. To encourage prospective students to attend the first session, the Board of Directors of the League had voted to offer ten scholarships of \$20 each.

The Second Training School was opened in Minneapolis in November, 1924. Only 15 students were in attendance, for the reason that it was not adequately advertised. Besides the above named subjects, commercial arithmetic was taught as a new course. All but one of the



students were submitted to an intelligence test to ascertain just what degree of general information they possessed. The best rating was 73 per cent and the lowest twenty.

The work of the Training School has considerably strengthened the Cooperative Movement in this section of the United States. All of those attending the schools have become enthusiastic boosters of the Movement and of cooperative education.

240. NORTON, L.J., asst.prof. of economics and asst.chief in agricultural economics, Univ. of Illinois. The proper work of the college marketing specialist in relation to cooperative organization and education. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D.C., 1926, v.1, pp. 496-505. Av. in Col., N.Y.P.L., N.Y.U.-WA.

This paper deals with the research work done by college marketing specialists for the Cooperative Movement. The college should only look after the larger problems that require attention. For the intimate internal problems, every large cooperative should have its own research department. There are five lines of work in the economic field which are now carried on by agricultural colleges: summaries, statistical or otherwise, of the history and status of cooperatives; comparisons of particular cooperative organizations and practices; studies regarding the comparative efficiency of cooperative and private forms of organization; studies of the comparative efficiency of individual units and practices; surveys of an economic character in which facts regarding production, consumption, methods of marketing, etc., are portrayed.

College men and cooperators should be mutually helpful in getting facts regarding Cooperation and putting them into practice. The American Institute of Cooperation has done constructive work in bringing the two groups together.

241. NURMI, H. V., auditor, Cooperative central exchange, Superior, Wis. The First cooperative training school of Eastern states cooperative league. (Cooperative pyramid builder, (Cooperative Central Exchange), Superior, Wis., June, 1927, v. 2, no.6, p.162.) Av. in N.Y.P.L.

The first cooperative training school of the Eastern States Cooperative League was held at Brooklyn, New York, from April 18th to May 28th, 1927. Sixteen students received diplomas. The instructors were Edward Cohen, a member of the Board of Directors of the Cooperative Institute of Brooklyn, who taught the history and principles of consumers' cooperation; Cedric Long, Executive Secretary of the Cooperative League, who taught problems of cooperative management and administration; and H. V. Nurmi, Auditor of Cooperative Central Exchange, Superior, Wisconsin, who lectured on cooperative store book-keeping.

In addition, there were special lectures by Dr. J. P. Warbasse, Edward Norman, L. E. Woodcock, Miss Mary E. Arnold, Werner Regli, and Mrs. Warbasse.

242. NURMI, H. V., general manager, Central cooperative wholesale. The Training of employees. In: Second year book, the Cooperative league of the U. S. of America. a survey of consumers' cooperatives in the United States, 1932, (The Cooperative League), New York, 1932, pp. 13-15. Av. in N.Y.P.L., R. S.

Unless cooperative employees are properly trained in the principles and practice of Cooperation, the Cooperative Movement will be materially retarded. The author cites a statistical survey on the reasons for failure of cooperative stores in Minnesota showing that 25 per cent of such failures are due to inefficient management. When cooperative store clerks, delivery men, bookkeepers, managers, creamery and oil station employees are ignorant of cooperative aims, principles and methods, they are unable to communicate properly the true spirit and understanding of Cooperation to the patrons. Lacking understanding themselves, cooperative employees deal with patrons as they would in any private profit-making venture. Recognition of responsibility to the members is absent. Awareness of the opportunities for spreading educational propaganda by the nature of their position as cooperators is submerged. They never realize that any cooperator is entitled to know how his society's affairs are conducted; comprehension of the democracy of the Movement is absent.

Although cooperative organizations employ union labor in the main, the necessity for educating such union help in the differences between cooperative and capitalistic employers has been sorely neglected. As a result of this neglect, employees have become indifferent with respect to the Movement, and it is felt that such employees should be schooled in Cooperation. Just as large capitalistic concerns give intensive training to their sales help and executives to instill "high-pressure tactics" and grasp of human psychology in their approach to customers, so should cooperative employees be trained in cooperative principles and practices.

The author attributes the phenomenal success of cooperatives in the North Central States to the extensive cooperative training of personnel initiated by the Cooperative Central Exchange in 1918.

243. PACIFIC NORTHWEST COOPERATOR. Training youth in cooperation. (Pacific Supply Cooperative, Walla Walla, Wash., Jan. 1941, v. 6, no. 1, p. 1.)  
Av. in Coop. L.

More attention should be given to the problem of educating the membership in cooperative philosophy, and particularly to the need for developing a practical plan for training farm boys and girls in the fundamentals of Cooperation.

Several methods which might be employed in training our boys and girls are suggested. Perhaps the first is for the parent in the home to inculcate into the child a fundamental knowledge of the cooperative way of living. This might be supplemented by courses in the schools teaching cooperative principles, and the cooperative institutions themselves could, through proper planning and by offering scholarships and prizes for essays on cooperative progress and development, do their part toward stimulating the interest of youth in the Movement.

The training of boys and girls in cooperative fundamentals equals that of competent leadership and management in importance in the future success of the Cooperative Movement.

244. PALMER, L.B. We'll meet you at Columbus. (Cooperative Marketing Journal, (National Cooperative Council), Washington, D. C., and Memphis, Tenn., May, 1930, v.4, no.3, pp.94-96.)  
Av. in Col.

According to a letter sent to the editor of the "Cooperative Marketing Journal", the summer session of the American Institute of Cooperation, to be held at the Ohio State University, Columbus, Ohio, July 7-12, 1930, will evaluate the work of the Federal Farm Board as

to its national marketing program and loan policies, and discuss further remedial legislation for intermediate credits and the adjustment of the Extension Service to new developments designed to increase consumption.

Summer courses at the University especially designed for cooperators will include the five separate branches of agriculture, marketing, extension education, the management of societies, and the methods of teaching Cooperation.

245. PEARSON, J.H. Relations of cooperatives and Smith-Hughes workers. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D.C., 1931, v.1, pp.104-108.  
Av. in Col., N.Y.P.L., N.Y.U.-WA.

Smith-Hughes workers in the field of vocational education are wholeheartedly in sympathy with cooperative effort, which is a means of solving our agricultural problems. Cooperative effort outranks cooperative marketing which is a single phase of cooperative activities.

The function of educators is to bring facts on Cooperation to the boys and adult farmers and to present those facts in such a way that they can make their own decisions about the Cooperative Movement. Much of the educational work in cooperative effort will fall on the rural public schools, and on the rural high schools with Smith-Hughes teachers. The Federal Board for Vocational Education has a definite obligation to include cooperative effort in its educational program.

A few suggestions are offered for the development of a working program for Smith-Hughes people and cooperatives. Agents of the Federal Board of Vocational Education should attend meetings of cooperative organizations in order to understand their problems more thoroughly. Representatives of cooperative organizations should attend meetings of vocational education workers in order that they may understand what the vocational education workers are trying to do.

In 1930, a joint meeting of representatives of the Federal Board of Vocational Education and Federal Farm Board was called in Washington. At this meeting each agency presented its ideas, and as a result of this meeting the foundations of a cooperative educational program have been laid down. In 1931, representatives of the Division of Cooperative Marketing and of local organizations were invited to attend conferences of Smith-Hughes teachers in order to present a cooperative program. It is the conviction of Mr. Pearson that such contacts are needed for a proper understanding between different groups. In addition, state supervisors of agricultural education are meeting with officers of cooperative associations in order to prepare educational programs which center about cooperative effort.

State boards will be encouraged to make their vocational agriculture departments bases for discussion of problems involved in marketing special farm commodities. The agricultural department of the local high school is the ideal place for farmers to assemble to discuss all their problems, including those of cooperative marketing.

Training of teachers in Cooperation is very necessary. The courses offered by the American Institute of Cooperation are an example of the kind of work that is needed. Lacking sufficient training, many teachers are not devoting enough time to the teaching of Cooperation. It is also necessary to make the results of marketing research available to state supervisors of teacher training. Encouragement will be given to the selection of subjects for Future Farmers of America public speaking contests which deal with cooperative effort. The Federal



Board for Vocational Education proposes to develop outlines which may be used by teachers in the teaching of cooperative topics, including cooperative marketing, and to stimulate and encourage training institutions to give prospective teachers proper training in cooperative subjects.

The Board is ready to give any assistance to cooperatives that wish to develop an educational field service program. The educational principles established by vocational workers would be useful to cooperatives and would greatly strengthen the vocational education program by gaining the understanding and unwavering support of the cooperative organizations.

246. PEARSON, JAMES H., federal agent for agricultural education, U.S. Office of education, Washington, D. C. Making vocational agriculture teaching effective. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D.C., 1940, pp. 317-319. One of a series of articles under same title by different authors. Av. in N.Y.P.L.

According to the United States Office of Education, the major objectives of vocational education in agriculture are: to develop effective ability; to make a beginning and advance in farming; to produce farm commodities efficiently; to market farm products advantageously; to conserve soil and other natural resources; to manage a farm business; to maintain a favorable environment.

In agricultural education programs, the development of the abilities depends upon individuals having real situations on the farm as a basis of developing sound judgment and clear-cut modes of action relative to standards of good farming. In another United States Office of Education publication on agricultural education programs, Mr. Pearson says that leaders in vocational education should maintain desirable working relationships with the offices of farm and related agricultural organizations in the nation, in the states, and in the communities. In this way, each person receiving vocational instruction in agriculture may be expected to become a worthy member and leader in the organizations serving rural life.

To accomplish this, leaders in agricultural education should do the following things. Make known to adult farm and related organizations the present training facilities for the development of members and leaders. Secure from the officers and members of adult farm and related organizations their recommendations regarding the attitudes, ideals, and abilities that should be required by persons anticipating worthy membership in organizations serving rural life. Cooperate with the farm and related organizations in developing new opportunities for persons who are receiving vocational training in agriculture. Secure from officers of adult farm organizations specific details of their programs of work, structure and procedures of organization, membership and leadership responsibilities, present achievements and outlook for continued accomplishments. Cooperate with the officers of adult farm and related organizations in developing right attitudes and ideals on the part of students of vocational agriculture regarding the aims and memberships in these organizations.

Vocational education in agriculture is designed to meet the needs of high-school students preparing for farming, for out-of-school young men who are establishing themselves in farming, and for the adult farmers who are improving themselves in specific phases of farming. Instruction for these three distinct groups comes within the scope of the program of vocational education in agriculture. In order to make vocational education in agriculture effective, teachers and students must have desirable subject-material available at all times. In the

case of cooperative effort they need information on the aims, objectives, growth, management, accomplishments, and the causes of failure of cooperative organizations. This must be supplemented by facts relative to local cooperatives.

247. PETEET, WALTON, secretary, National council, Farmers cooperative marketing assns. Cooperative marketing schools. In: Proceedings of Third National cooperative marketing conference at Washington, D.C., Jan., 1925, (National Council Farmers Cooperative Marketing Associations), Washington, D. C., 1925, pp. 81-86.

Suggestions for looking towards the organization of cooperative schools are: to charge a fee for enrollment and require a minimum attendance; to formulate a system of education that will reach the natural leaders and through these men the membership will be reached; to organize the schools so that they will be self-supporting; to include in the curricula cultural as well as technical subjects in order that the farmers may have a broader knowledge of human affairs.

The necessity for teaching a clear definition of the function of Cooperation, its management, and the work of its members and directors is stressed. It is the hope that the cooperative technique will soon be taught in the State colleges and universities, and the story of cooperative marketing in the public high school systems.

248. RIDDLE, N.C., manager, Business service association, Des Moines, Iowa. Training employees. (News for farmer cooperatives, (U.S. Farm Credit Administration), Washington, D. C., Dec., 1938, v. 5, no. 9, pp. 11, 14.)  
Av. in N.Y.P.L.

To train cooperative employees properly, the writer offers the following ten precepts: provide a model; insist on a high standard of performance; encourage self improvement; eradicate weakness; plan and supervise conferences; stimulate the employees with contests; encourage the use of note books; teach Cooperation. Employees should understand the philosophy and history of the Movement; remember the universal needs, how to maintain health and how to make friends.

249. RUSSELL, RALPH, assoc. agricultural economist, Farm credit administration. Educational methods for promoting cooperation. Washington, D. C.; Pan-American Union, Division of Agricultural Cooperation, 1938. 21 pp. (Series on Cooperatives no. 9.)  
Av. in N.Y.P.L.

Throughout its history, the slogan of the Movement has been "Education and more Education." Today, programs may be broadly conceived and designated to reach and interest the general public, and they may also have the purpose of distinctly limited objectives. There is no set pattern, and the nature of the individuals or groups customarily determines the type of education to be inculcated.

Among the institutions of higher learning, the State Agricultural College is foremost in the teaching of cooperative principles, considering what has been accomplished in America. But the author points out that, "despite all these evidences of participation, it must be admitted that formal education in the United States has dealt slightly with Cooperation." He adds that education should be a continuous process. The properly managed association actually does continue the education of its members by periodical reports, literature, films and broadcasts, and by stated and special meetings.

Topics of general application should include at least economics, cooperative history, a survey of present-day cooperation, principles and practices of the Movement, the organization of associations, and a survey of the accomplishments of societies which have supported educational programs. In 1935, the State of Wisconsin enacted legislation requiring the teaching of Cooperation in all public schools and in state-supported institutions of the college level.

250. RUSSIAN COOPERATOR. The Cooperative Institute in Petrograd. (London, Eng., Jan., 1918, v. 2, no. 2, pp. 29-30.)  
Av. in N.Y.P.L.

In 1918, a Cooperative Institute in Petrograd was established by delegates of the Cooperative Wholesale Society (the Northern Union of Consumers' Societies) for the purpose of providing higher cooperative education. At this meeting 10,000 rubles were set aside for this purpose.

According to the scheme, the program is to be divided into two divisions. The first division, designed for those students who are not able to spare much time, is calculated for a yearly course of 336 hours and includes the subjects of Political Economy, Theory of Statistics, National Industries and Trade, Applied Cooperative Statistics, and General Theory of Cooperation. The second division is more specialized and designed for those students who may be sent from the provincial cooperative organizations to complete their cooperative education. This latter division is further divided into classes in economics, in which the writer enumerates fourteen different subjects, and classes for managers which include Bookkeeping, Commercial Correspondence, and other practical office requirements.

251. S. E. Cooperative teaching in Wisconsin. (The Consumer, (The Consumers' Division, National Recovery Administration), Washington, D. C., Nov., 1935, v. 1, no. 2, p. 11.)  
Av in N.Y.P.L.

Legislation was passed in Wisconsin in 1935 making the teaching of cooperative marketing and consumers' cooperation mandatory in all state institutions.

The act provides that every public high school and vocational school, normal school, teachers college, and the State University, shall provide adequate and essential instruction in cooperative marketing and consumers' cooperation. It specifies further that anyone being granted a certificate to teach economics, social studies or agriculture shall be required to possess a knowledge of Cooperation.

It is due to the widespread understanding which Wisconsin farmers have of the benefits of cooperative marketing and buying, and the mass pressure exerted from that quarter that facilitated the passage of the act.

252. SALSGIVER, PAUL L., assoc. prof. of commercial education, Boston university. Sources of supplementary materials for courses in consumer education: an evaluation of consumer agencies and the services available from these agencies. New York, Chicago, etc.: South-Western Publishing Co., 1940. 61 pp. (Monograph 50.)  
Av. in Coop. L.

In the introduction, this booklet is described as a bibliography of consumer education agencies and has been prepared for the purpose of helping teachers of consumer education courses in secondary schools and colleges to secure reliable information concerning the nature and



the activities of agencies interested in consumer welfare. It is particularly necessary, Mr. Selsgiver writes, for teachers to exercise care and discrimination in their choice of reading and study material. Some publications are research reports written in a technical language that is unintelligible to immature students, and not all of the agencies publishing these exist primarily for the purpose of serving consumer interests. Many publications, moreover, are prepared for the specific purpose of advancing a particular cause, or to meet a definite need felt by the organization itself, and are of questionable value for classroom use in consumer education courses.

There are fifty-seven agencies mentioned in this bibliography. Many of them are private business firms, including food companies, insurance companies, medical associations and such varied organizations as women's clubs, universities and mail order houses. There are some fifteen divisions of the Federal Government listed. Large cooperative associations are also described, including the Cooperative Distributors, Inc., the Cooperative League, the Credit Union National Association. Enough information has been given, in the compiler's opinion, to enable the teachers to use their own judgment concerning the classroom value of available materials. The organization facts about each agency are given in the survey as well as a list of the agency's publications. This does not attempt to be complete, but is intended to be illustrative of the organization's work, and to further this aim, Mr. Selsgiver includes brief comments upon the type and quality of the books. Usually, paragraphs concerning the date when the organization was founded, its financial support, and its purpose are given as well.

253. SATHER, ARNOLD A. Cooperative marketing as a subject for high school instruction. (Cooperative marketing Journal, (National Cooperative Council), Washington, D. C., and Memphis, Tenn., Jan., 1930, v. 4, no. 1, pp. 21-25)  
Av. in Col.

The introduction of cooperative marketing training in high schools, in order that prospective cooperators may be educated in cooperative principles, is advocated. The success and progress of any enterprise is dependent upon the industry, the intelligence and the enlightenment of its participants.

A survey was conducted by the author to find out whether or not Cooperation should be taught in the high schools. The majority of those sought, among directors of vocational education, teacher trainers and supervisors of vocational agriculture, officials from twenty-nine leading marketing organizations in the United States and Canada, and economists and marketing specialists, replied in the affirmative.

Mr. Sather cautions teachers of Cooperation to avoid ideas and theories untested by experience, and to remember that "Cooperation is not a panacea for all that is troubling agriculture...but proposes to improve the effect of an inadequate and obsolete marketing system."

254. SATHER, ARNOLD A. How should the future cooperators be trained? (Cooperative marketing Journal, (National Cooperative Council), Washington, D.C., and Memphis, Tenn., Mar., 1930, v.4, no.2, pp. 46-51.)  
Av. in Col.

In answer to questions received by him on the training of future cooperators, Mr. Sather states that the contacts made by the Federal Board for Vocational Education, the State Universities and the American Institute of Cooperation should all be valuable. He asks teachers to avoid the injection of propaganda in their courses and offers

the following suggestions as worthy of their consideration: educate students as to what cooperative marketing is and what it can and cannot do; refrain from teaching that Cooperation is a cure-all for every type of trouble; teach scientific principles of Cooperation and its soundness as a concept; provide early training in pooling neighborhood clubs and organizations; teach the economic relationship of farming to other local and national business.

255. SMITH, Z.M., state director of vocational education for Indiana. Cooperative marketing schools for adults. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D. C., 1930, v. 2, pp. 345-347.  
Av. in Col., N.Y.P.L., N.Y.U.-WA

In Indiana, under the auspices of the Indiana Farm Bureau Federation cooperating with the State Department of Public Instruction, cooperative marketing courses were given in livestock, dairy, and poultry farming.

Twelve reasons are given why the vocational education division of Indiana's Department of Education supports the plan of organizing and conducting classes in cooperative marketing. Among the more important reasons are, that marketing farm products is the outstanding problem of farmers, farmers must have knowledge in order to market their products intelligently, and profitable farming is dependent in a large measure on the success with which the farm products are marketed.

The author states that the only solution to the farmers' marketing problem is the organization of a world-community program of production and marketing, reduced in the final analysis to national, regional, district and local units.

256. SURVEY. The Cooperative school. (Survey Associates, Inc., New York, June, 1919, v. 42, no. 13, pp. 483-484.)  
Av. in N.Y.P.L., R.S.

A group of persons reorganized the Training School for Community Workers in New York into a cooperative institution. Credit for the idea is given to John Collier, the director of the school. When he realized that the school was about to close for financial reasons, he made an appeal to the students. They bought shares at \$10 each, and sold others to friends and to prospective students.

Although one individual may purchase as many shares as he chooses, he can cast only one vote. All policies of the school, such as the personnel, method, lecturers and subjects are determined by the votes of the shareholders.

257. SURVEY. Learning cooperation. (Survey Associates, Inc., New York, Oct., 1935, v. 71, no. 10, p. 307.)  
Av. in Col., N.Y.P.L., R. S.

Wisconsin, under a law passed in August, 1935, becomes the first state to prescribe the teaching of cooperative marketing and consumers' cooperation as a compulsory course in its public schools. The law stipulates that cooperative marketing shall be taught in every common school, and that the State University, teachers' colleges, normal schools, public high schools and vocational schools shall all prescribe adequate and essential instruction in cooperative marketing and consumers' cooperation. It also stipulates that knowledge of cooperative principles and methods is made a compulsory requisite for a certificate to teach either economics, social studies, or agriculture in the State of Wisconsin.

258. SURVEY. The Study of Cooperation. (Survey Associates, Inc., New York, Mar., 1923, v. 49, no. 12, pp.767-768.)  
Av. in N.Y.P.L., R. S.

The backwardness of the Cooperative Movement in the United States as compared with that in several European countries is said to be caused by indifference of our educational institutions towards it. The slow growth of the American consumers' cooperatives and the relatively large number of failures may also be ascribed to a number of social and economic causes. The lack of trained leadership, the repetition of mistakes, the difficulty which even enthusiasts have of securing the right kind of theoretical and practical instruction are the primary causes of these failures.

The importance of cooperative education is recognized in other countries. Although the growth seen in Great Britain has likewise been slow, the British Movement has gained in stability, economic importance and influence as its members have realized the need for education in Cooperation. The societies affiliated with the Cooperative Union, limited, spent \$175,000 on education in 1921 through the Union and possibly an equally large or larger amount directly in local educational efforts. Through the Workers' Educational Association and the extension work of some of the universities further courses are offered which bring economic science to bear on practical problems of cooperators.

In Germany, the growth of the consumers' cooperative movement has been amazing, with its magnificent stores, huge factories, housing schemes and varied services. That is largely due to the special courses on Cooperation which the German universities and high schools are giving. In Belgium, training for responsible work in consumers' cooperation is an essential part of the educational work of both the Labor and the Catholic parties. In consequence, in that nation, there is no conflict in policy.

259. SURVEY. Teaching cooperation. (Survey Associates, Inc., New York, July, 1920, v. 44, no. 15, p. 533.)  
Av. in N.Y.P.L., R. S.

A department dealing exclusively with the Cooperative Movement was established at the Rand School of Social Science in New York. This department is endorsed by the Cooperative League of America and by the National Cooperative Association. The courses are in charge of A. W. Calhoun, former instructor in Economics at the University of Wisconsin, also late head of the Tri-State Cooperative Association at Pittsburgh. The curriculum will include courses on Cooperation as a world Movement, on the scientific foundations of Cooperation, and on the management of cooperative stores.

The writer urges all American cooperators to avail themselves of the knowledge that has been accumulated abroad concerning sound principles and business methods, that they may profit by European experiences, thereby avoiding failures in their own cooperative endeavors.

260. VIE, J.A. Schools should lead in teaching cooperation. (Cooperation, (Cooperative Education Bureau), Minneapolis, Minn., Dec., 1909, v. 1, no. 9, pp.5-6.)  
Av. in N.Y.P.L.

To forestall the trend of the agricultural population to migrate from farm to city, the author advocates the teaching of economy in production, distribution, and consumption in the public school system.



tems of the United States. Especial emphasis should be given to the Cooperative Movement.

261. WARBASSE, JAMES PETER. The Cooperative college. (Consumers cooperation, (Cooperative League of U. S.), New York, Mar., 1938, v. 24, no.3, pp.39-40.)  
Av. in N.Y.U.-WA.

The Cooperative College (formerly the Cooperative Institute of the Cooperative League) which was started in New York in the Autumn of 1937 as an experiment, has proved three important points: that it is possible by certain aptitude and ability tests, to select students who are particularly qualified for service. The Cooperative Movement of this country not only needs people of this character and with this aptitude, but it can always give them jobs which will supply them with a livelihood.

Dr. Warbasse suggests that a relationship be maintained between the students of the college and the central office which will link the whole organization into an integrated body - a cooperative fraternity; also that students upon graduation be permitted to use the letters C.C. ("cooperative collegian") in connection with their names.

In order to coordinate American educational work and avoid duplication of effort, other cooperative training schools, whose standards of admission and education are of satisfactory grade, may be affiliated with the Cooperative College.

262. WIEGAND, W.G., vocational agriculture instructor, Austin, Minn. How cooperatives function with vocational groups in adult evening school work. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D. C., 1940, pp.355-360.  
Av. in N.Y.P.L.

Mr. Wiegand discusses briefly the underlying principles which the school aims to develop in teaching "functioning education" in Cooperation to farmers. The outline of such a course is decided with the help of a farmers' adult evening school advisory committee. There is also a council composed of members from the entire area.

As a basis of instruction in cooperative organization and management, there are three rather definite and simple considerations: the aims and objectives of adult farmers' education; the functional content and subject matter; method used in developing a better understanding, a greater interest in and proper appreciation and support of cooperative organizations in the community, state and nation.

The aims which form the basis of education in teaching Cooperation to adult farmer groups are: that the members shall have a clear conception and a thorough understanding of the basic principles of true cooperative organizations; that opportunities are provided for the practical application of the basic principles of Cooperation by means of examples and experience in real situations; that greater interest, loyalty, and pride in local, state and national cooperative associations be developed; that the privileges and opportunities for securing information, provided by cooperative organizations and state and federal governmental agencies are recognized; that members and others realize that true cooperative associations are mutually beneficial and serviceable and that they bring economic and social benefits to the members which cannot be measured by a given dividend; that a philosophy of cooperative enterprise as a means of self-help be developed; that service to members of the adult classes be rendered at the meetings.

The method which has been used to fulfill these objectives is to make a list of all cooperative organizations in the area in which the various farmers attending classes have membership. These are classified under three general types: producer cooperatives; consumer cooperatives, farm credit cooperatives. This method leads to an analysis of the problems to be studied. It is pointed out that the panel method of discussing problems of established cooperatives are used. Committee reports, guest speakers and moving pictures are also used.

The first evening school for adult farmers was held in 1923, attended by forty-seven cooperative members and patrons. The group selected dairying for the subject of study. During 1924-25, the school initiated a campaign for a new creamery. The location, water supply, construction and equipment cost, as well as financing, and creamery equipment cost, were discussed, also financing, creamery membership, and arrangement and type of building. In 1926, a new modern creamery was completed. The adult farmers' evening classes have been meeting in the new hall over the creamery for thirteen years.

263. WORKERS EDUCATION BUREAU OF AMERICA, NEW YORK. Report of the proceedings, Second national conference on workers education in the United States, held at New York City, on April 22nd & 23rd, 1922. New York, 1922. 196 pp.

At head of title: Workers Education in the United States.  
Av. in Coop. L.

At this conference Mr. F. S. May spoke on "Amherst Classes for Workers." He stated that the aim of the worker's educational program is to train labor leaders and to furnish a cultural background for the worker. It is his opinion that cultural courses which help one to appraise, criticize and evaluate one's self are all right for college students who aim for professions and executive positions in business, but we should find subjects for study that are relevant to classes which contribute to the Labor Movement, colleges and universities can help by advancing methods and techniques, especially in Economics and Politics. He points out the success of the experiments tried in Connecticut Valley institutions and at Bryn Mawr, and he expresses the hope that other colleges will become interested in the experiment.

Mr. A. J. Muste describes the experiment in democratic control in education that is being tried in Brookwood Workers College to further the cause of workers' education. There is an executive committee consisting of two members elected by the students, two elected by the faculty, and a fifth elected by the Brookwood Corporation as a whole, who may be either a faculty or student member. A two-year course is offered which gives practical knowledge in office management, bookkeeping, record-keeping, financial control, the workings of the National Government, and a course to equip the student workers for labor organization work, statistics, workers' education, and labor and farm journalism. Mr. Muste urges the various trade union colleges to support Brookwood college so that they may equip the young men and women effectively to serve the American Labor Movement.

An address was delivered by Cedric Long on "Cooperative Education." He outlined three general types of cooperative education, namely: organized education wherein the students organize their own school, raise the money and employ the teacher; education conducted by an inter-cooperative committee; cooperative education of a general nature as manifested by the Patterson Cooperative which holds mass meetings to educate their own members and to gain new members. Cooperative classes with specific instruction, as at Columbia and Milwaukee Universities and courses conducted by the Cooperative League are outlined by this speaker.

FORMAL TEACHING OF COOPERATION

## B. ABROAD

264. ANNALS OF COLLECTIVE ECONOMY. Cooperative education: India.  
(Edgard Milhaud, Ed., Geneva, Switz., Sept.-Dec., 1935, v.11, no.3,  
pp.369-377.)  
Av. in Col., N.Y.P.L., R.S.

In the Punjab, India, classes are conducted by a training staff of three Educational Inspectors paid by the Government, and three Educational Assistants paid by the Punjab Cooperative Union. Their duty is to train the people and deliver lectures on cooperative subjects in schools, colleges, and other gatherings. Great care is taken to select men for cooperative service who are known to have both sympathy and understanding for the natives.

Mr. J.A. Maybiu, Chief Secretary to the Government of Nigeria, points out the importance of self help in Cooperation among that country's natives. He states that the problem of making credit available to the small farmer can be solved only through a system of controlled cooperative credit and stresses the need for a proper system of marketing. He comments on the methods of propaganda and organization and cites examples of the procedure adopted in the training of members in the newer areas in Ceylon on the methods, objects, advantages and difficulties of cooperative work.

The Kooperative Förbundet (the central consumers' cooperative organization in Sweden) has for years made many efforts in promoting education for its members, employees and administrative staff. Formed in 1920, the correspondence school teaches bookkeeping, economics, the Swedish language, the science of administration, and other cooperative subjects. Its present enrollment is 115,000 pupils. Several papers have also been printed in Sweden which have been instrumental in cooperative education. Among these, the most widely read is the "Konsumentbladet" (The Consumers Journal), published fortnightly, with a circulation of 500,000 and the "Kooperatören", published weekly, which contains economic and cooperative problems.

The editor states that the educational work of consumers' cooperatives generally is very comprehensive; that the Movement has shown remarkable progress since the War, and that it has maintained its upward trend even during the depression of recent years.

265. BEGTRUP, HOLGER, HANB LUND, and OTHERS. The Folk high schools of Denmark and the development of a farming community. Second edition. London and Copenhagen: Oxford University Press, Nyt Nordisk Forlag, 1929. 176 pp. With illus., tables.  
First ed. published in 1926; same publisher, pl.p., 168 pp.  
Only the following material deals with cooperation: Book I, Chap. 3, Cooperation in Denmark, H. Lund - pp. 46-60; Book II, Chap. 4. The Folk High Schools of the 20th Century, H. Begtrup - pp.128-139.  
Av. in N.Y.P.L.

In the Introduction, Sir Michael Sadler, Master of the University College of Oxford, points out that the farmers of Denmark have won the admiration of the world by quickly adapting themselves to changes in economic opportunity, and by the intellectual and moral power shown in their successful achievement of many-sided Cooperation. Almost within the memory of men still living, the Danish farmer had an outlook and habit very different from that of today. This change was due to the teachings of a group of Danish educational reformers, foremost among



them being Bishop Grundtvig. The first period of the Folk High Schools, founded by Grundtvig and his disciples, chief among them Christian Kold, gave a liberal education to farmers' sons and daughters. Between 1860 and 1880, they worked a miracle of culture in the Danish country side. The peasantry was completely transformed. Beside Grundtvig and Kold who worked and gave ideas in advocating and building the Folk High Schools, Schroder and Narrogaard were also active leaders playing important roles in the evolution of these schools. In the Eighteen-seventies, Danish agriculture was hard hit by foreign competition in the grain markets of Europe. At that time the chief product of Danish farming was corn. The Danish peasantry, which proved itself mobile, intelligent and cooperative, turned as a remedy to the modern technical improvements and changed over to the export of butter and bacon.

H. Hertel, the historian of Danish Cooperation, says that the most important reason for the triumph of cooperative ideas among the peasants is to be found "not in the social and political spheres but in that of the spiritual influences which emanate from the Danish Folk High-Schools, where youth gained a strong feeling of fellowship, and a desire to work for common progress - qualifications necessary to the success of a cooperative movement".

Anders Nielsen, a leading figure in the Danish Cooperative Movement, stated that not only the Cooperative Movement but the cultural position of the Danish farmers on the whole, depends upon these folk schools. Figures are given to show that the high-school students had been the pioneers of the Cooperative Movement in the country districts and that the high schools supply the Movement with its local leaders.

The Folk High Schools of Denmark represent advanced educational instruction and exert an important spiritual and intellectual influence on the rural population. The social enlightenment which these schools disseminate is reflected in the remarkable growth of the farmers' agricultural cooperative movement, strongly developed in the fields of production and export. In the dairy industry, for instance, cooperative efforts were started in 1882, and in forty years 86 per cent of milk products was handled by cooperative dairies.

An account is given of a day at a High School, and the aims and foundation of a Folk High School are discussed in order to give information to students from different countries and to those from the International People's College.

266. BETTER BUSINESS. Outline of a scheme of training for cooperative managers in Ireland. (Co-operative Reference Library, Dublin, Ireland, Nov., 1917, v.3, no.1, pp.72-84.) With bibl. Av. in Col.

As the position of manager is of vital importance to all cooperative organizations, especially in Ireland where there is a comparative absence of business tradition and training it has been necessary to establish a course of training which will produce managers with commercial knowledge and technical skill.

This training consists of practical and theoretical courses which extend over a period of three years. Apprenticeship, which may begin at the age of 16, is entered into at approved centers in every branch of the society's business. Managers are employed at the age of 21. Before candidates are accepted, they must pass a preliminary examination in arithmetic, spelling, English composition, and penmanship. Courses in bookkeeping and cooperation are conducted by correspondence. The courses in salesmanship and management are practical and are under the direction of the manager of the training society. At the end of each year's training an examination is given and an interim certificate is granted to successful candidates.

A list of the training centers, the scale of minimum salaries based upon total annual sales, and a complete outline of training courses for the three years, is presented. There is appended a list of the required text-books for each of the three years.

267. BOMBAY CENTRAL CO-OPERATIVE INSTITUTE, BOMBAY, INDIA. Scheme for the continuation class for co-operative study organized by the institute. Bombay, India, n.d. 8 pp.  
Av. in Coop.L.

The leaflet issued as an announcement by the Bombay Central Co-operative Institute outlines the scheme for the continuation class in cooperative study which will be conducted in English. The five courses include Cooperative Credit or Banking; Agricultural Cooperation and Agricultural Industries; Consumers' Cooperation or Stores; Producers' Cooperation and Small Industries; Profit Sharing and Co-partnership in Industry; and Cooperative Housing.

Terms, curricula, and other features of the class, which will run for one year, are given. A list of books and subjects for essays covering all phases of Cooperative Credit, Agricultural Cooperation, Cooperative Stores, Producers Cooperation, Small Industries, Profit sharing and Co-partnership in Industry and Cooperative Housing is appended. This list also includes certain other British works, both compulsory and optional, that are now prescribed for courses in Cooperative Credit, Agricultural Cooperation and Producers Cooperation at this Institute.

268. BREAD AND FREEDOM, Capt. J.W. Petavel, Ed. Bolpur-Gosaba scheme: Sir Daniel Hamilton's speech. (K.M. Banerjee, Calcutta, India, Jan., 1932, v. 7, no.10, pp. 149-150.)  
Av. in N.Y.P.L.

This article is a review of a lecture delivered by Sir Daniel Hamilton at the Scottish Church College in London in which he outlines the "Bolpur-Gosaba Scheme," which would establish a large training institute for young men who could later serve in the cooperative department of the Government of India.

The Institute, which Sir Daniel believes will contribute to the more rapid advance of Cooperation in India, will have a twofold purpose. It will increase the number of cooperative societies, eventually eliminating the various caste and creed distinctions. It will also provide employment for educated young men, enabling them to do constructive work for their country on a sound and peaceful basis.

Sir Daniel had suggested that the Institute be located at Bolpur, where the students could work under the inspiration of Rabindranath Tagore, but the Government was slow in adopting this plan. Sir George Schuster promised his assistance if the Cooperative Training Institute at Bolpur and the Land Settlement at Gosaba were combined, and this is the plan which seems most likely to be accepted. The young men will spend six months at Bolpur acquiring knowledge of the principles and practice of Cooperation, and the remainder of the year at Gosaba, being trained in agricultural work, spinning and weaving.

269. BULLETIN OF THE BUREAU OF ECONOMIC AND SOCIAL INTELLIGENCE. Instruction in co-operation. (International Institute of Agriculture,) Rome, Italy, Sept., 1910, 1st year, v.1, no.1, pp.149-151). With bibl.  
Av. in N.Y.P.L.

Features concerned with the development of cooperative education in Austria during the years 1909-1910 are briefly discussed in this publication.

The expansion of cooperative organizations had created a growing demand for technically trained workers in cooperative societies and a course of study in cooperative subjects was inaugurated at the Vienna High School for Agricultural Engineers. A similar course for instruction in Agricultural Cooperation was instituted by the Federation of the Agricultural Co-operative Societies of Austria.

The article presents in detail the curriculum of the Agricultural Cooperation course, number of hours per week, number of students, rates of tuition, and it mentions the favorable attitude of the government towards the Vienna High School's cooperative courses, which were aided by certain financial grants.

270. BURSLEM AND DISTRICT INDUSTRIAL COOPERATIVE SOCIETY, LTD., EDUCATION DEPARTMENT, BURSLEM, ENG. Employees' classes: session 1936-1937.  
Burslem, 1936. 14 pp.  
Av. in coop. L.

CONTENTS: I. The Why and The Wherefore - p. 1; II. The Plan of Your Studies - 3; III. Class Arrangements for Session 1936-1937 - 5; IV. Wage Increases - 6; V. Promotions - 7; VI. Scholarships - 7; VII. Plan of Studies - 8; VIII. Day Continuation Classes - 10; IX. Evening Classes - 11; X. Students Annual Social - 14; Student's Registration Forum.

This pamphlet discusses the purpose, scope and benefits to be derived from attending the employees' classes of the Education Department of the Burslem and District Industrial Cooperative Society, Limited, in England.

Special continuation classes are organized at the day school for junior employees under the age of 17 years to bridge the gap between the elementary school and the courses of advanced study given by the Education Department. Courses for the first year include English, Arithmetic, Business, and a preliminary course on Cooperation; for the second year, Arithmetic, Geography, Introduction to Bookkeeping, and a second course on Cooperation.

Students who have completed these introductory courses, should then be in a position to commence the more advanced subjects. These are divided into two main classifications - shop employees or office employees. The order of studies for shop employees is: Apprentices' Course; Salesmen's Course; Branch Management; and for the ambitious student who desires to become a departmental manager, the Departmental Management Course. The order of studies for office employees is three bookkeepers' courses; Secretaries' Intermediate Course; Secretaries' Final Course. In addition to the above, the Education Committee will also arrange special courses in Ticket Writing, Window Dressing, and Advertising.

Wage increases, promotions and scholarships are given as the basis of good work in employee classes. The plan of studies is shown in the form of a chart. Information concerning day continuation classes and evening classes includes the place where classes will be held, time, fees for classes, textbooks, examinations, and various requirements. A student's registration form for the session 1936-1937 concludes the prospectus.

271. BYRNE, L.P. and DIARMID COFFEY. Training of cooperative managers in Ireland. (Better business, (Cooperative Reference Library), Dublin, Aug., 1920, v.5, no.4, pp.243-255.)  
Av. in Col.



Societies are beginning to realize that if they wish to be successful and prosperous they need highly trained and efficient managers. The manager of an agricultural society in an Irish village must be progressive, intelligent, genial, and understanding, as he is usually the centre of the economic and social life of the village. To be successful he must have sales ability, knowledge of bookkeeping, ability to buy well, and general executive ability.

As cooperative societies have had great difficulty in finding competent managers, the Irish Agricultural Organization Society, The Irish Agricultural Wholesale Society, the Cooperative Union, and the Cooperative Reference Library have collaborated in preparing a course for the training of managers. It is for three years and can be taken at Enniscorthy, Lisburn and Lombardstown. Practical training, bookkeeping, the theory, methods, and the history of the Cooperative Movement, will all be given.

A detailed analysis of the plan shows how a revision of the present methods of instruction in the primary and secondary schools in Ireland might help prepare young men for managerial positions. It provides for apprenticeship in a well managed cooperative society, during which a small wage is received. Examinations are given each year, and these the students must pass before they can advance. When they have graduated, they will have a thorough knowledge of cooperative principles, bookkeeping, buying and selling. Thus, in time, the cooperative societies will have well qualified managers to operate their business for them.

272. BYRNE, L.P: Training managers of cooperative societies. (Better business, (Cooperative Reference Library), Dublin, May, 1917, v.2, no.3, pp.265-277.)  
Av. in Col.

This article stresses the importance of securing a well trained and competent manager who should become a full time paid manager as soon as the amount of business transacted warrants the expense.

Since the "general store" is the popular cooperative distributive medium in agricultural districts in Ireland, the manager should be competent, versatile and able to conduct the educational work. But at present many societies are prevented from becoming "general purposes" societies because managers with the necessary training and qualifications are lacking. Therefore, the following system, which is based upon the system employed by the English Cooperative Union of training, is suggested. This system includes training in such practical knowledge as stocking and keeping shop, handling the staff, treatment of members, grading and testing seeds, the composition of fertilizers and feeding stuffs and a knowledge of accountancy and business correspondence as well as a thorough understanding of the objectives of the Cooperative Movement. The minimum period of training should be at least one year.

Mr. Byrne suggests that a permanent body be created to select candidates and to arrange all the necessary details for this training and urges that a minimum wage scale of at least 35 shillings or 2 pounds sterling per week be given to the manager at the outset of his career.

273. CHANDLER, T.R. Training of staffs: the Building societies institute. (London times, (The Times Publishing Company, Limited), London, Eng., May 31, 1938, p.29.)  
Av. in N.Y.P.L.

Coming into existence in 1934 as the result of the efforts of the Midland and Yorkshire District Building Associations to create some form of educational agency that would train qualified staffs for building societies, The Building Societies Institute today functions as a professional body rather than a trade union. Since a centralized body could not reach all its members, local centers have been set up in London and the various provincial districts to better service them.

The course given by the Institute goes beyond the mere subject of building societies. It includes English, economics, and the elements of English law, in addition to building society law and practice. Included also are several optional subjects such as the elements of statistics, commercial law and the commercial geography of the British Isles. At least one optional subject must be taken. Still other subjects included in the curriculum are building society administration, advanced accounting, housing, banking and currency, law of real property, income tax law, and practice, company law and insurance law and practice.

274. COOPERATION IN AGRICULTURE. Education and agricultural cooperation. (Agricultural Organization Society, London, Eng., June, 1913, v.7, no.6, pp.103-104.)  
Av. in Col.

Two factors make for success in farming. These are a thorough knowledge of farming, and an expert knowledge of the means of buying requirements and of selling the products to the best advantage. Technical staffs of colleges, universities and councils have done much to improve the standard in agriculture, but there is need for yet more complete correlation of technical instruction and organization in agriculture. It is realized that agricultural organization is the "cornerstone" of agricultural education. Cooperation is the best method of organizing.

The advantages of buying and selling in quantities, and all other savings made possible by Cooperation are emphasized. It is felt that economics courses in colleges will soon have to include agricultural cooperation as one of the most important branches of the subject. The Agricultural Organization Society is already proving itself valuable for its dissemination of technical advice among its membership, and it is aided in its work by universities, which are represented in each of its departments.

275. COOPERATION IN AGRICULTURE. Social influence of the Danish peasant high schools. (Agricultural Organization Society, London, Eng., July-Aug., 1913, v.7, nos. 7-8, pp.134-135.)  
Av. in Col.

Bishop Grundtvig advocated the education of young men and women between the ages of 18 and 25 through lectures in history, literature, science and fine arts. He sought the revival of religious and patriotic sentiments and to teach the students that the purest source of intellectual and moral life was within their reach. His followers founded the agricultural cooperative societies and have had great success in Danish municipal and political life.

The high school systems in agricultural sections in Denmark, organized on Grundtvig's theories but conceived from English ideas, offer courses approaching the standard college level. The tremendous progress of the Danish economic institutions and the high standard of intellectual culture of the Danish peasants can readily be attributed to these educational methods.

276. CO-OPERATIVE CONGRESS. University education: the co-operative scholarships. In: Reports and Papers to be submitted to the Carlisle Congress, June, 1919, (Cooperative Union, Ltd.), Manchester, Eng., 1919, pp.116-117.  
Appears also in: 51st Annual Co-operative Congress at Carlisle, June, 1919, pp.228-229.  
Av. in R.S.

The two cooperative scholarships offered by the British Cooperative Union Limited, the Hughes Scholarship and the Nesle Scholarship, are briefly described in this report to the Carlisle Congress. Each scholarship is worth 100 pounds sterling per year, being tenable for three years at Oriel College, Oxford. Continuation of the scholarship for a fourth year is possible if the conduct and progress of the student are satisfactory. Eligibility requirements for the scholarship examinations are given together with other informative matter for prospective candidates.

277. CO-OPERATIVE CONGRESS, CENTRAL EDUCATION COMMITTEE. (Report of the) Central education committee. In: Sixtieth Annual co-operative congress... at West Hartlepool, May, 1928, (Cooperative Union, Ltd.), Manchester, Eng., 1928, pp.57-71.  
Av. in R.S.

The Committee, in making its annual report, reviewed the activities and accomplishments of the various local societies. It offered suggestions for courses in those fields in which the societies were weak which will prove beneficial in the development of the Movement. The suggestions included classes for junior employees, salesmen, and travelling Teachers, Holyoake classes, week-end schools for committee members, training courses for auditors, examinations, prizes and scholarships, summer schools and other schools, the organization of junior and adolescent cooperators, annual tours and travel guilds.

It further revealed, that improvement in the trading department of the societies has not only provided education committees with more adequate funds for carrying on their work, but has created a more favorable atmosphere for all kinds of educational activity. Among the important events that occurred during the year were the joint meeting with representatives of the various educational associations, the meeting with the British Federation of Cooperative Youth, the connection of the Union with the Working Men's College of London, and the growth of interest in music and drama.

The Committee made an earnest appeal to all societies to support and contribute to the College Fund and the Scholarship Fund to provide scholarships for their members and employees.

A resolution on educational work, passed by the Congress, read: "That this Congress, realizing the importance to the future strength and progress of the Movement of the education of members and employees, welcomes the indication of progress contained in the Report of the Central Education Committee, and is of the opinion that encouragement should be given to: the development of work among junior and adolescent cooperators; the training of junior and senior cooperative employees; the development of the Cooperative College."

The progress of class work from 1913-1914 to 1926-27, according to the number of classes and student enrollment in junior adult and technical classes, is given in tabular form. There is a list of the scholarships that were awarded in 1927, and a bibliography of cooperative educational publications.



276. CO-OPERATIVE CONGRESS, CENTRAL EDUCATION COMMITTEE. (Report of the) Central education committee. In: Sixty-third Annual co-operative congress... at Bournemouth, May, 1931, (Cooperative Union, Ltd.), Manchester, Eng., 1931, pp.32-47.  
Av. in R.S.

The Joint Committee on Technical Education is now in charge of all technical educational work in England. The Central Education Committee cooperated with other groups to bring pressure on Parliament to pass the bill raising the compulsory school age. Regret is expressed that this bill was rejected by the House of Lords. The experimental school for advanced students, held in 1930 for the first time, was successful enough to warrant a second term, and an increased enrollment is expected when the facilities provided by this school become more widely known. New study courses in the economics of business organization, organization of industry and commerce, and window dressing have been introduced into the educational program. Further progress is indicated by the increased enrollment in Summer schools, weekend schools and other short period meetings. The educational program for the coming year remains the same as that of the previous year, with the exception of the addition of certain amendments mainly concerned with the revision of examinations. It is proposed to issue a new education program for the session of 1931-1932.

There are tables which show the detailed activities of the Central Education Committee, and the growth in the number of classes and students in Junior, Intermediate, Adult, and Technical classes from 1913 to 1931.

279. CO-OPERATIVE CONGRESS, CENTRAL EDUCATION COMMITTEE. (Report of the) Central education committee. In: Sixty-fourth Annual co-operative congress... at Glasgow, May, 1932, (Cooperative Union, Ltd.), Manchester, Eng., 1932, pp. 33-50.  
Av. in R.S.

The Committee reviewed the successes achieved during 1931 and expressed regret that its work was hampered by the rapid growth of classes and staff, and the limited amount of available space at Halyon House. It is their hope that, before the end of 1932, this condition will be remedied.

Their activities and accomplishments, reviewed in detail, include a discussion of the following subjects: Junior cooperators; adults in social subjects; classes for employees, shop assistants, cooperative bookkeeping; secretarial training courses; day continuation school; correspondence classes, examinations; prizes and summer school scholarships; use of distinctive letters; university schools, summer schools and other schools; organization of junior cooperators into a suggested juvenile section; the British Federation of Cooperative Youth; Woodcraft Folk, Cooperator's Educational Fellowship; Educational Secretaries Association prize essay schemes; films and lantern slides; music and dramatic art; connection with other bodies. Tabulated statistics give the enrollment in Junior, adult and technical classes from 1913 to 1932.

A joint meeting was held with representatives of education committee associations, such as the Midland Educational Association, the Southern Educational Association, and the Scottish Educational Association. Among the topics discussed were the pooling of grants, appointment of whole-time secretaries of Educational Associations, and the appointment of one or more whole-time teachers by the Societies in each section. Resolutions were adopted at each meeting and sent to the United Board.

A description is given of the text books and other publications issued by or for the Education Department and the Joint Committee on Technical Education. A tabulated form gives the name, place of scholarship and the length of time the students attend the Cooperative College. The statistical department reports that it has published its Annual Statistics of the Cooperative Movement for 1930.

280. CO-OPERATIVE CONGRESS, JOINT COMMITTEE ON TECHNICAL EDUCATION.  
(Report of) Joint committee on technical education. In: Sixty-third Annual co-operative congress, ... at Bournemouth, May, 1931, (Cooperative Union, Ltd.), Manchester, Eng., 1931, pp. 48-51.  
Av. in R.S.

This is the first report of the Joint Committee on Technical Education, composed of four members of the Central Education Committee and four members of the Board of the Cooperative Wholesale Society, Limited, and established in recognition of the importance of technical training and cooperative knowledge and training among cooperative employees. The program provides for the training of apprentices, salesmen and managerial employees in England and Wales. The expense of financing such a scheme is shared equally by the two participating bodies.

The names and activities of the various teachers on the staff are given, and a statistical table gives the student enrollment in courses for apprentices, salesmen, general managers, ticket writing and window dressers for 1929-30 and 1930-31. New courses announced for the first session include courses for salesmanship in grocery, butchery, drapery, boot and shoe departments, and for Branch and departmental managers.

281. CO-OPERATIVE CONGRESS, JOINT COMMITTEE ON TECHNICAL EDUCATION.  
(Report of) Joint committee on technical education. In: Sixty-fourth Annual co-operative congress, ... at Glasgow, May, 1932, (Cooperative Union, Ltd.), Manchester, Eng., 1932, pp. 50-54.)  
Av. in R.S.

There has been a marked increase both in the number of courses offered by the Joint Education Committee and in the number of students enrolled. There are now six courses being given for salesmen, twice as many as before. An effort has been made to include more practical training in the curriculum, and further courses are being planned. About one-sixth of the students in both the salesmen's and the apprenticeship courses had taken previous lessons by correspondence.

New courses for branch managers and assistant departmental managers will be commenced next session. Schools for teachers, and general and departmental managers are now being held. All the courses were given either at the Cooperative College Hostel or at Holyoake House. In addition, the Cooperative Wholesale Society gave vocational lectures at its own cost to its employees.

The Joint Committee also issues booklets, pamphlets, and other printed matter, and provides lectures for those employees whose needs are not met by the regular courses.

282. COOPERATIVE CONGRESS, SUBCOMMITTEE ON EDUCATION. The Present position of co-operative education. In: Forty-eighth Annual co-operative congress... at Lancaster, June, 1916, (Cooperative Union, Ltd.), Manchester, Eng., 1916, pp. 319-344.)  
Av. in R.S.

The committee sought by this investigation to answer the following questions: What work is actually being done in the Movement? How far is this educational work meeting the needs of cooperators? In what ways is it possible to improve and extend this educational work? In what ways can the Cooperative Union cooperate with other organizations for mutual advantage, avoiding overlapping?

Information was obtained from the official reports of The Women's Guilds, Cooperative Students' Fellowship, National Men's Guild and the International Cooperative Alliance. Interviews were obtained from the Amalgamated Union of Cooperative Employees, the National Cooperative Managers' Association, the Cooperative Secretaries' Association, and the College Herald Circle. Representatives were invited to meet the Committee or submit reports or suggestions from the following outside bodies: Workers' Educational Association; Working Men's College; Fircroft; Fabeau Research Committee; Ruskin College; The Central Labour Committee.

The objectives of cooperative education are stated by the report to be those set forth in the Educational Program of the Cooperative Union, namely, "... the formation of cooperative character and opinion by teaching the history, theory and principles of the Movement, with economics and industrial and constitutional history in so far as they have a bearing on cooperation; and secondly, though not necessarily of less import, the training of men and women to take part in industrial and social reforms and social life generally."

The Report then discusses the various educational agencies of the Cooperative Union. They include the work of the Central Education Committee and its connection with the auxiliary bodies, such as the National Cooperative Men's Guild, The Women's Cooperative Guild, Ruskin College and the Working Men's College.

Appendices present statistics from 1887-8 to 1914-15, showing student entries in classes under the supervision of the Central Educational Committee and the numbers of those passing examinations; cooperative educational statistics from 1883-84 to 1914-15; educational grants of retail distributive societies from 1881 to 1913.

263. COOPERATIVE NEWS. Cooperative party school closes with important lectures. (Cooperative Press, Ltd., Manchester, Eng., Sept. 7, 1935, no. 853, n.s., pp.7,9.)  
Av. in N.Y.P.L.

This article gives a resume of the two final lectures delivered by Mr. R.A. Palmer and Captain Harold McMillan, M.P., at the closing session of the Cooperative School conducted in the summer of 1935, by the Cooperative Party of England.

Mr. Palmer spoke on Cooperative Societies and Income Tax, and showed the danger to cooperative societies in the disregard by Parliament of the principle of mutuality which holds that a man or an organization cannot make a profit out of itself. In such cases cooperatives are not to be taxed. Mr. Palmer concluded that the tax on cooperative societies is the result of a campaign that has been conducted for 75 years by private traders in order to eliminate cooperatives as competitors. He urged both the Cooperative Union and the National Authority to put more emphasis on the political movement in Parliament.

Captain McMillan spoke on Industrial Organization in British Industry supporting the Melchett Bill which proposes that modern English industry must undergo some form of regulation as to production and profits, with capital and labour entering as collaborators. Many



of Captain McMillan's statements were refuted by cooperators during an open discussion following the lecture, on the basis that the provisions of the proposed bill would endanger the Cooperative Movement.

284. COOPERATIVE NEWS. Cooperative party's summer school. (Cooperative Press, Ltd., Manchester, Eng., Aug. 22, 1936, no. 903, n.s., p. 5) Av. in N.Y.P.L.

This article, which is a summary of four lectures given at the Cooperative Summer School at High Leigh Hoddesdon, does not deal with any specific phase of Cooperation, but discusses the problem of the depressed industrial areas of England and Scotland and presents a tentative solution to relieve them.

The first lecture presented several possible solutions to the problem. One such solution was the establishment of new small industries, and another was government pension for the unemployed. The second lecture disclosed that the latest scheme of marketing the different types of produce in England is tending toward self-government of an industry as in Fascist countries. The third talk stressed the need for a larger, more intensive cooperative press, such as "Reynolds'." The fourth one disclosed that the bulwark of capitalism is price-cutting, since capitalism has its banks to draw upon whereas the Movement is dependent solely upon cooperators.

285. COOPERATIVE NEWS. The International cooperative summer school. (Cooperative Press, Ltd., Manchester, Eng., June 27, 1936, no. 895, n.s., p. 2.) Av. in N.Y.P.L.

The 1936 International Cooperative Summer School will be held in Sweden at "Var Gard," the Swedish Cooperative Union's Cooperative College and the popular holiday resort at Saltshobaden. Its opening will coincide with International Cooperative Day.

The mornings will be given to lectures and discussions devoted to the progress of Cooperation, the means of progress in Sweden, Norway, and the Baltic republics, and to other lectures of international significance. The afternoons will be devoted to visits to cooperative establishments in Sweden, and to other informative excursions.

Great Britain is sending twenty four students to the school, including two from the Cooperative Wholesale Society, one from the Scottish Cooperative Wholesale Society, one from the Cooperative Union, and one from the Cooperative Production Federation.

286. COOPERATIVE NEWS. The International summer school. (Cooperative Press, Ltd., Manchester, Eng., July 13, 1935, no. 845, n.s., p. 1.) Av. in N.Y.P.L.

The Fourteenth International Cooperative School held at the Swiss Cooperative Seminary at Freidorf will formally open with a lecture by Dr. Bernhard Jaeggi on Cooperative Self-help.

Lectures will be given by Dr. O. Schür of the Swiss Union on the Characteristics of the Swiss Cooperative Movement, H.J. May, who will speak on the Orientation of the International Cooperative Movement, and by W.P. Watkins, who will speak on Modern Methods of Cooperative Education. Mr. A. Borel, assistant director of the Peasants' Union, will deal with Agricultural Cooperation in Switzerland, and M. Papacki of Warsaw on Cooperation in Poland.

During the second week of the school, W. P. Watkins will lecture on Cooperation and Citizenship; Dr. G. Mladenatz, of Bucharest, on Consumers' Cooperation in relation to Agricultural and Artisan Cooperation; M. R. Kreitsky, of the German Czech Consumers Wholesale Society, on Problems of Consumers' Cooperative production; J. J. Worley, England, on Workers' Cooperative Industrial Production; J. P. Jones, from the Cooperative Insurance Society, Great Britain, on Development of Cooperative Insurance. A. H. Cleuet of France, speaking on Problems of Cooperative International Trade, will deliver the final lecture of the session.

287. COOPERATIVE NEWS. Living and studying in co-operation. (Cooperative Press, Ltd., Manchester, Eng., Aug. 10, 1935, no. 845, n.s., pp. 3,7.)  
Av. in N.Y.P.L.

The summer schools at Bexhill-on-Sea, Southport and Ambleside, were organized by the Cooperative Union for junior, adolescent, and adult cooperators who wish to study Cooperation. There were forty students in residence from all parts of England.

The writer describes the place, compares work to be done with that accomplished in the past, and gives a list of speakers and their subjects. Mr. W.R. Ree gave a talk on the Cooperative Commonwealth, Mr. Worley spoke on Cooperative Problems and the Cooperative Press, explaining in detail the present development scheme of the Cooperative Press, Ltd. The immediate position of the latter, the newspaper finance plan, and the need of the Cooperative Movement for an effective newspaper under its own control, were all discussed.

In a talk on cooperative production, Mr. Worley stated that the root of the problem was reconciliation of the conflicting interests of the producer and consumer on the basis of mutuality and equity.

288. COOPERATIVE REVIEW. Diploma'd employees and promotion. (Cooperative Union, Ltd., Manchester, Eng., Feb., 1936, v.10, no.2, p.38.)  
Av. in R.S.

The Executive Committee of the Cooperative Union has considered giving definite recognition to the diplomas earned by the students in examinations given by the Union's Education Department. The number of diplomas so given has increased in recent years, and the standard of attainment they represent has also risen. The Executive Committee, therefore, directs the attention of the societies to the value of diplomas in making promotions, either from, or outside of, their own staff.

289. CO-OPERATIVE REVIEW. Educational programme for session 1936-1937. (Cooperative Union, Ltd., Manchester, Eng., July, 1936, v. 10, no. 7, p. 214.)  
Av. in R.S.

The educational program for the academic year 1936-1937, prepared by the Educational Committee of the Cooperative Union, will inaugurate a new feature in offering Pioneer Courses. These have been arranged for groups of students living in districts where there have been no opportunities for formal courses. It is hoped that they will inspire further study towards the acquisition of national certificates and diplomas.

These courses will cover economics, industrial history, citizenship, and other subjects. A list of the social subjects for study, preliminary courses for employees, and special subjects for managers, is included in the text.

290. CO-OPERATIVE REVIEW. Folk schools in Denmark. (Cooperative Union, Ltd., Manchester, Eng., Jan., 1937, v.11, no.1, pp.22-23.)  
Av. in R.S.

In a book recently published, written by three Danish educators-Holger Begtrup, Hans Lund, and Peter Manniche- which deals with the Folk High Schools of the Danish farming community, the value of co-operative education to Denmark is clearly shown. The Danish Folk High Schools awakened in the young men and women a yearning for knowledge and a desire to work, and the character of the pupils was strengthened. The schools have undertaken no direct propaganda for the spreading of cooperative education. Only in recent years has the teaching of cooperative methods been included among social subjects. The schools have in general devoted themselves to general culture, operating in the community spirit, and thus proving helpful in furthering the ideals of economic cooperation. The authorities on these folk schools maintain that it is not their object to make the students either school-teachers or bookworms, but to help them to find happiness in their daily work. This system is significant in that the leaders of the Danish producers' organization come from an educated democracy; and the existence of the Cooperative Movement is accepted and assisted by the educational system rather than ignored by it.

291. CO-OPERATIVE REVIEW. Incentives to study. (Cooperative Union, Ltd., Manchester, Eng., July, 1937, v.11, no.7, p.214.)  
Av. in R.S.

Awards and scholarships were made by the London Cooperative Society's management committee to employees seeking to improve their efficiency. They are available for any one of nine courses. Also, in addition to the awards, weekly salary increases of 9 shillings are made to employees gaining diplomas in the General Managers' or Secretaries' final course.

These are not the only inducements which the Union offers to employee-students. Scholarships of a week at an appropriate Cooperative Union Summer School are awarded on the basis of one scholarship for every class. Class fees are refunded in full to students under 17 years of age who complete 75 per cent of the total number of student hours, while students over 17 years of age obtain the same refund in addition as made members of the society in their own right.

The article further reviews the subject of traveling fares for students, a booklet published by the London Society on technical training for employees, and another work entitled "Education for Citizenship".

292. CO-OPERATIVE REVIEW. Universities and co-operative education. (Cooperative Union, Ltd., Manchester, Eng., Oct., 1936, v. 10, no. 10, p. 313.)  
Av. in R.S.

The Joint Education Committee of the Cooperative Societies of London, in calling attention to a series of lectures on Cooperation given by Dr. Fairchild for a number of years at the University of



London, has asked why the same thing cannot be done at other British universities.

People interested in public and social questions are anxious to obtain reliable information on the Movement. The suggestion is made that lectures on Cooperation should be given at the universities by regular professors and not by professional cooperators who might be accused of using propaganda.

293. COOPERATIVE SOCIETY, LTD., EDUCATION COMMITTEE, LONDON, ENG. Education for citizenship. London, 1937. 10 pp.  
Av. in Coop. L.

This is an information bulletin on courses given by the London Co-operative Society in conjunction with the Workers' Educational Association and the National Council of Labour Colleges. The list of subjects and requirements are prefaced by remarks by Mr. McGiff, the educational secretary, on the necessity for strengthening the democratic methods of Cooperation.

Among the courses offered are three on Cooperation, namely, the History and Principles of Cooperation, Cooperation and Social Problems, and the Cooperative Movement Abroad. Information is given concerning enrollment, size of classes, fees, scholarships, and correspondence courses.

294. COOPERATIVE UNION, LTD., MANCHESTER, ENG. The Cooperative college: the college as a centre of technical instruction. Manchester, 1919. 4 pp. (Cooperative College ser. no.2).  
Av. in Coop. L.

Inasmuch as private employers themselves have recognized the fact that workers require definite instruction in the technique of their particular craft or occupation, and in several instances have provided scholarships, schools, commercial colleges and qualified instructors, it behooves co-operative societies to do likewise in the field of Cooperation if they would successfully compete with private traders.

The Cooperative College under proposal, and for which an appeal for funds is being made, will include in its curriculum courses intended to offer advanced training to cooperative employees, managers and officials. The courses of instruction will include the following: Co-operative Salesmanship and Management; Commodities of Commerce, their Source, Preparation, and Market; Co-operative Bookkeeping, Accountancy, and Auditing; Cooperative Statistics and Statistical Methods; Co-operative Finance and Banking; Secretarial Practice; Modern Business Methods and Office Organization; Co-operative General Commercial Law; the Organization of Industry and Co-operative Production, research work on operating costs, scientific writing and other subjects will be undertaken at the college. Facilities for practical instruction, as well as theoretical training, will also be provided.

295. COOPERATIVE UNION, LTD., MANCHESTER, ENG. The Co-operative college as a centre for research. Manchester, 1919. 4 pp. (Cooperative College Ser. no. 6.)  
Av. in Coop. L.

The establishment of a cooperative college as the centre for investigations and enquiries on matters pertaining to Cooperation, and the dissemination of the results of such research to cooperative societies would be of great service to the Cooperative Movement. The

research centre would serve as a medium for exchanging experiences at home and abroad, treating problems posed by member societies, analysing inquiries, and storing up valuable informational data necessary for the successful progress of Cooperation.

Thus, when a society wished to open up a branch department, the research centre would be able to offer from its files the experiences of similar societies elsewhere, such information as the minimum membership required for efficiency, collecting costs, handling, marketing, and trade volume.

Other questions which the cooperative college's research centre might deal with are discussed. The centre would investigate the problem of the amount of capital available for a progressive movement, the investment of such capital in cooperative or non-cooperative activities, the use of marginal capital, the number of members to be admitted from industrial households, and rates of interest on deposits.

296. COOPERATIVE UNION, LTD., MANCHESTER, ENG. The Cooperative college...: subjects of instruction and programme of arrangements, January to June, 1920. Manchester, 1919. 12 pp. With illus.  
Av. in Coop. L.

The objects of the Cooperative College are "to complete the scheme of cooperative education by providing a center for higher education in the specialized subjects required for the full equipment of the cooperator, and the further development of efficiency in the Cooperative Movement."

The College is open to men and women over seventeen years of age, unless an exception is made in special cases. The fees charged and approximate number of lectures per week are given, with a list of the staff and subjects. The latter are on various aspects of cooperation, history, economics, citizenship, sociology, ethics, education, propaganda, public speaking, and special and technical subjects.

Other activities include tuition by correspondence and extension lectures. The names making up the College Committee, scholarships, and a list of text books published by the Cooperative Union, Limited, constitute the balance of the pamphlet.

297. COOPERATIVE UNION LTD., MANCHESTER, ENG. The New education act (England and Wales) of 1918 and the attitude of co-operative societies towards it. Manchester, 1919. 7 pp. (Publ. no. 308.)  
Av. in N.Y.P.L.

In response to the many inquiries made to the Central Education Committee of the Cooperative Union, an analysis has been made of the new Education Act of 1918. This Act is known as The Children's Charter because of its progressive implications.

The first section gives to the councils of counties and boroughs the power to submit to the Board of Education schemes showing how they propose to meet the needs and developments of their respective areas. This will ensure each area of having the scheme that will be the most valuable to it. It further makes school attendance compulsory up to 16 years of age, prohibits gainful employment for children under 12 years, provides for recreation and health regulations, establishes free nursery and continuation schools, abolishes fees and provides for the training and supplying of teachers.

It is suggested by the Union that local cooperative societies, through their educational committees, hold meetings of their members to get opinions from those who have children attending schools, concerning the lines of education which the children should proceed in

the future. Speakers for these occasions may be secured from the Board of Education if desired. However, the Act does not remove the obligation resting on cooperators to continue to teach to the members' children the principles that underlie Cooperation.

298. COOPERATIVE UNION, LTD., MANCHESTER, ENG. Outlines of lessons on the problems of cooperation for the use of cooperative teachers and their pupils forming an advanced course in the education of the cooperative citizen. Manchester, 1894, 36 pp.  
Av. in Col.

Contents: Introduction - 3; Directions and Hints to Teachers of Co-operative Classes - 3; Written Work - 5; Books Required - 5; Syllabus - 8; Chap. I. What Cooperation Is and What It Does - 9; II. The Origin of Cooperation - 13; III. The Rise of Democracy in Industry: Associations of Consumers - 16; IV. The Association of Producers - 19; V. Profit Sharing and the "Copartnership of Labour" - 21; VI. The State Within the State - 25; VII. The Civil Service of Cooperative Industry - 28; VIII. Cooperation and Trade Unionism - 30; IX. The Limitations of Cooperation - 34.

This is a syllabus on Cooperation issued by the Cooperative Union. It is intended as a guide to cooperative teachers preparing to conduct an advanced course for pupils who have already passed through an elementary course, such as that sketched out in the Outlines of Lessons on Cooperation.

The introduction includes directions and hints to teachers of cooperative classes, special hints as to the lessons themselves, instructions with respect to written work required of the students, and a list of books for required reading. This list is divided into books on Cooperation, books on profit sharing, and books of a general character such as the history of trade unionism, biographies of English social reformers, and the Friendly Societies movement.

The syllabus is divided into nine lessons on Cooperation. The first lesson deals with the topic, "What Cooperation is and What it Does". It states that the object of Cooperation is to improve the conditions of life of working men and women. It shows the progress made by the Cooperative Movement, comparing the store in 1844 with the establishments operated by the cooperatives in 1894. The second lesson, on "The Origin of Cooperation," deals with the Industrial Revolution of the Eighteenth Century, and the growth of the spirit of association. The topic of the third lesson is "The Rise of Democracy in Industry: Associations of Consumers."

In Lesson Four, entitled "The Association of Producers", the statement is made that the two types of cooperative organization, the associations of consumers and the associations of producers, became sharply contrasted in 1848 with the entrance of the Christian Socialists into the Cooperative Movement. In Lesson Five, dealing with "Profit Sharing and the Copartnership of Labour", the history of profit sharing in the United Kingdom is given. The sixth lesson discusses "The State Within the State," under such headings as "The Law as the Defender of Liberty"; "The Law of Honesty in Industry"; "The State as an Association of Consumers"; and "Raising the Standard of Life."

Lesson Seven is concerned with "The Civil Service of Cooperative Industry," which deals with such topics as the supply of brain or and the supply of manual labour. The subject of the eighth lesson is "Cooperation and Trade-Unionism". The concluding lesson deals with



"The Limitations of Cooperation." It inquires how far Cooperation is likely to extend and sets social limits, administrative limits, economic limits. It concludes with a discussion of a universal two-fold organization of society—associations of consumers for the citizens and trade unions for the producers. Specimen questions form an integral part of every lesson.

299. COOPERATIVE UNION, LTD., CENTRAL EDUCATION COMMITTEE, MANCHESTER, ENG. The Organization of week-end schools (and other schools of short duration) for cooperators. Second edition. Manchester, Eng., 1918. 23 pp. (Publ. no. 136.)  
Av. in N.Y.P.L.

This information regarding the methods of organizing and conducting a week-end school, is presented for the use of cooperative committees and guilds in establishing and financing such schools. The appendices give a list of school subjects under general headings; the names and addresses of qualified lecturers; the organization, administration; expenses, subjects and results of various schools on the Mersey side; the place, organizer, and the name and address of the secretary of various week-end schools, and the society, lecturer, topic and outline of the subjects that have been taught in various week-end schools.

300. COOPERATIVE UNION, LTD., EDUCATION DEPARTMENT, MANCHESTER, ENG. A Cooperative college. Fifth edition. Manchester, 1919. 22 pp. With appendices, diagr. Also two unnumbered pages.  
Av. in Coop. L.

The object of this paper is to justify the establishment of a Co-operative College, to indicate methods of managing such an institution, and to suggest educational advantages it might give. The realization of the need for education dates from the action taken by the original Rochdale Pioneers in setting aside a portion of their profits for educational work.

The college would serve as a training ground, not only for employees, with a view toward educating them to become efficient managers, secretaries, buyers, sellers, social reformers, but also for teachers in the Movement. It is necessary to create cooperators who can understand and interpret social phenomena. The students would enter the college in various ways: either at their own expense, or on scholarship awards from their own societies or trade unions. The Central Education Committee might likewise give scholarships and grants-in-aid to meritorious cooperators. The student registry would include both men and women, and foreign students would be welcome.

Five appendices are added. The first pertains to the undertaking of research and investigations on various aspects of Cooperation. The second presents a suggested curriculum. It includes such courses as Industrial and Constitutional History, History and Principles of Cooperation, Economics of Cooperation, Cooperative Statistics, Salesmanship, Management, Bookkeeping, Accountancy, and Law. The third appendix discusses the institution of investigations of a statistical and analytical nature. The results of such research would be available to all societies. The fourth relates to the need for creating a reasoned loyalty, based upon a clear understanding of cooperative principles and institutions. The last outlines a resolution, approving the establishment of a cooperative college, as passed by the United Board of the Cooperative Union, Limited, at a conference held at Holyoake House in May, 1914. It also lists several member societies which have already approved the plan.

301. COOPERATIVE UNION, LTD. EDUCATION DEPARTMENT, MANCHESTER, ENG.  
Cooperative summer schools and educational tour, twenty-fifth season,  
1937. Manchester, circa 1937. 8 pp.  
 Av. in Coop. L.

This announcement contains information concerning sessions to be held for adults in the Lake District of England as well as in Brighton and Manchester. The subjects to be studied will include social sciences and economics. Schools for junior cooperators will be held during August in London and Southport, and one for adolescents at Abergale. There will be several schools for office and ship employees during July, August and September. A summer school for Ireland will also be held. An educational tour of Sweden during the summer is offered to British students.

302. COOPERATIVE WHOLESALE SOCIETY, SALTSJOBADEN, SWEDEN. Educational  
work at Var Gard. Saltsjobaden, Sweden, 1936. 15 pp. With photos.  
 Av. in Coop. L.

Contents: I. The Three Basic Schools - p. 1; II. Contact with Life - 3; III. Two Fundamental Principles - 4; IV. The Methods of Instruction - 6; V. Different Kinds of Courses - 11; VI. Training of Assistants - 12; VII. Teachers - 13; VIII. Economy - 14.

Var Gard was established at Saltsjobaden in 1924 to carry on the educational program in the Cooperative Movement. The Wholesale Society (K.F.) maintains a correspondence institute on such subjects as bookkeeping arithmetic and political economy. Since 1933, it has formed an independent department of the Society and it engaged in extensive instructional work among the general public by teaching both technical and educational subjects.

Correspondence courses have been a prerequisite for all the prospective students at Var Gard. Study groups also have been helpful in preparing cooperative employees for further training at this school.

The Var Gard school has to train new applicants for cooperative positions and for this purpose it has three standard courses: salesmen's weeks for young assistants about twenty years of age; branch managers' courses for assistants and shop managers of 25-27 years of age for the duration of one month; continuation courses for persons of 27-30 years of age who qualify as managers. It is the aim of these courses to awaken the interest of the students, and to leave the development of this interest to the initiative of the student. Often, group discussions are held under the direction of a teacher who gives the individual a proper approach to the subject. As the courses are short, a strict selection of subjects is made and the instructors places most stress on their practical application.

Besides the three standard courses mentioned, there are some 20 other courses on salesmanship, draping, clerical work, and other subjects.

A two-year course is held at Var Gard for future assistants in larger cooperative societies, propaganda leaders, and shop advisers.

To meet the cost of this program, the Congress held by the Cooperative Wholesale in 1931 decided that a special educational fund should be created which was to consist of voluntary contributions by cooperative societies and by the Wholesale.

303. DAVIES, NOELLE, Ph. D. Education for life: a Danish pioneer. London, Eng.: Williams and Norgate, Ltd., 1931. 207 pp. With appendices, bibl., tables.  
References to cooperation are found only on pp. 150-151.  
Av. in Coop. L.

The Cooperative Movement in Denmark, which transformed a backward feudalistic kingdom into a progressive, self-reliant democracy, obtained its leaders from the Folk High Schools. The Folk High Schools taught the new scientific methods in agriculture which have made the cooperative associations successful. In creating this educational system, declared to be Denmark's most notable contribution to modern education, special credit must be accorded Bishop Grundtvig (1785-1879).

Statistics collected by Paul La Cour in the eighteen-nineties, not complete but accepted as representative, indicated that 47 percent of the managers of cooperative creameries in Denmark had attended a Folk High School. Among the chairmen of the farmers' cooperative creamery associations, 54 percent were former students of the Folk High Schools of the nation.

304. DAVIES, Rev. T.G. Cooperation and education. In: Annual, 1888, (Cooperative Wholesale Societies, Ltd.), Manchester, Eng. and Glasgow, Scot., 1888, pp. 308-314.  
Av. in R.S.

Education as an activity of the cooperative societies was appreciated more by the early pioneers than by modern cooperators. The wide extension of public elementary education of recent years greatly aids Cooperation, and the Central Board of the Cooperative Union is furthering these efforts through the University Extension Schemes of Lectures to cooperative societies. Records show that grants to education by the individual societies are not adequate for the full realization of this plan.

An organized and liberally supported system of education can alone preserve cooperators from the inroads of the competitive spirit. Education of members should be directed not only into cultural channels, but also into the practical problems of cooperative organization and management, and their relation to private enterprise.

305. DE MAN, HENRY. How Belgian labor is educating itself. (The Survey Associates, Inc.), New York, Sept., 1920, v. 44, no. 19, pp. 667-670.)  
Av. in N.Y.P.L., R.S.

The Parti Ouvrière Belge, which was founded in 1886, very much along the same principles as which it is still conducted, is the only organization of its character that embraces political action with a socialistic program. One of its greatest achievements is the functioning of the Centrale d'Education Ouvrière, the spearhead of the workers' unity and one of the Solway Institutes for the improvement of adult workers through education; this has combined the three great Belgian movements and has for its ambitious aim the coordination of all institutions in every field that seek to provide the workers with the knowledge and qualities incident to the facilitation of their emancipation as a class.

Special industrial and cooperative courses are given to a select body of not more than thirty pupils to acquaint themselves with the intricacies of the working - class movement and its relationship to



conflicting capitalist interests, while the adult worker-students, recognized as pedagogical problems, are treated with a special view of "easing" their way into labour education.

Reference is made to the endeavors of Emil Vanderwilde and Ernest Solway, both of whom were active in the labor movement, and the author notes that "compulsory education was not introduced until 1914" as a result of "the fast growing labor organizations, especially the trade unions and the cooperative societies" which "complained bitterly about the lack of men with sufficient training to act as administrators, officials and propagandists."

306. DJAO, C.C. A New Christian cooperative middle school. (The Chinese recorder and educational review, (Editorial Board), Shanghai, China, Mar., 1939, v.70, no.3, pp. 148-152.)  
Av. in N.Y.P.L.

The destruction of most of the Christian schools in China because of the war led to the organization of a school in Shanghai called the "East China Christian Cooperative Middle School." This school is run by the various missions in Shanghai, and the religious identity of each school participating is to be preserved.

The School, which employs many more teachers than it actually needs, was opened as a six month's experiment. Because of the spirit of cooperation among the teachers and the students, it has been running successfully for almost a year.

307. ELLISON, T. Sales demonstrations. (Cooperative review. (Cooperative Union, Ltd.), Manchester, Eng., Mar., 1929, v.3, no.14, pp.57-60.)  
Av. in R.S.

A series of demonstrations in salesmanship by the students in classes for salesmen for consumers cooperative stores are described in this article.

The course, set up to train judgment and tact under diverse circumstances, illustrates how the following situations should be handled: a customer making a complaint; a customer with only a vague idea of his requirements; a non-member making a purchase; a customer wishing to buy on the installment plan; a new member applying for credit; an application for extension of credit; a substitution of a different brand for a popular brand temporarily out of stock or discarded, an interview with a person prejudiced against the Cooperative Movement.

308. FLANAGAN, DESMOND. International cooperative school. (Cooperative review, (Cooperative Union, Ltd.), Manchester, Eng., Aug., 1936, v. 10, no.8, pp.242-244.) With illus.  
Av. in R.S.

The Fifteenth International Cooperative School, held under the auspices of the International Cooperative Alliance, met at Var Gard, Saltsjobaden, during the first weeks of July. Mr. Flanagan writes that the freedom and liberality of the Scandinavian countries, and particularly Sweden, where the school was held, offers a particularly fertile ground for cooperative development.

Among the speakers at the School were Albin Johansson who urged cooperators to avoid a regimented economic life, T. H. May, who outlined the principles of Rochdale Cooperation as envisaged by the Alliance's special committee of inquiry, and R. Arneson, who spoke on "Thirty Years of Cooperation in Norway." Victor Serwy, who gave a

speech comparing socialism and Cooperation, said that "the Socialist must recognize the need for Cooperation having complete liberty of action; for the Movement being allowed to frame its own legislation subject to the approval of the legislature."

309. HALL, F. A Cooperative college. Fourth edition. Manchester, Eng.: Cooperative Union Ltd., Department of Education, 1918. 22 pp. Av. in N.Y.P.L.

A "Cooperative College" would be the headquarters of the educational life of the Movement. Its aim would be to provide education in the widest sense and in subjects which would equip the cooperator to further the development of efficiency in the Cooperative Movement. The activities of the college would include the training of teachers, correspondence courses, employee training, and the organization of summer and week-end schools.

Students would enter the college at their own expense on scholarships from their own society or trade union. The college would not compete with any existing working class organization, for no institution external to the Movement can provide the specialized instruction it plans to give. One of the greatest services it will render will be to act as a centre of inquiry and investigation where the results of cooperative experiments at home and abroad could be recorded and analyzed. Besides this, the cooperative college will render services equally as great by training the students to make these inquiries on behalf of their societies as personal representatives.

The pamphlet contains five appendices. The first outlines the objects of a cooperative college and discusses the "College Herald Circle." The objectives are: to provide a center of higher education which will aid Cooperation only, and to develop the efficiency of the Movement; to assist in the diffusion of cooperative principles and practices; to undertake research calculated to aid the progress of the Movement. The Herald, issued quarterly, seeks to spread the knowledge of the proposals for the college.

The second appendix suggests a curriculum for a cooperative college. It lists 22 general subjects which range from English and Sociology, to the Economics of Cooperation and Cooperative Law. In the third appendix, Mr. Hall enters into a discussion of the cooperative college as a center of investigations and enquiries, and stresses its value to the Movement in this field.

The fourth appendix gives a pseudo-conversation between two persons which is designed to show how much more loyal to cooperative principles and practices a person can be made when he is instructed. The final appendix gives the resolutions of approval of the college passed by a conference of the representative national cooperative organizations held at Holyoake House on May 9, 1914.

310. HALL, Prof. F. The Cooperative college: its necessity and importance. In: Fifty-first Annual cooperative congress at Orlisle, June, 1919, (Cooperative Union, Ltd.), Manchester, Eng., 1919, pp. 70-75. Av. in R. S.

Definite steps should be taken to establish a cooperative college which would be a center serving to stimulate enthusiasm for the principles of the Cooperative Movement and for cooperative education itself. A cooperative college is a necessity since public authorities will not, for a long time to come, be willing to permit use of school buildings for cooperative missionary work. It will give stimulus to

cooperative development and a means of disseminating more intimate knowledge of cooperative history, of Cooperation itself, and of the right ideas concerning industrial history.

It is also brought out that cooperators have no real center where they could record experiments and developments which are necessary for effective work. The college could function as a centre for research; in addition, foreign students could study Cooperation there, thereby helping to cultivate international friendships.

A fund of 50,000 pounds sterling for the purpose of establishing the college was suggested by the Central Education Committee of the Co-operative Union, Limited. This matter was discussed by the Congress during its three-day session and a resolution was adopted by the educational committee urging approval.

311. HALL, Prof. F., educational director, Cooperative union of Great Britain. Cooperative education in the United Kingdom in 1919. (Russian cooperator, (Joint Committee of Russian Cooperative Organizations in London), London, Eng., Jan., 1920, v.4, no.1, pp.9-10.)  
Av. in R.S.

There has been a steady development in cooperative education at Holyoke House, the headquarters of the Co-operative Union. The number of students in cooperative classes gives promise of exceeding the number reached in pre-war days. Day and night classes are held and the subjects taught are: Industrial History, Ethics, Cooperative Bookkeeping, Cooperative Auditing, and Cooperative Problems. The educational work of the men and women's guilds is commented on and the author notes the available educational material on Cooperation presented through the medium of pamphlets, literature and books which have been written to further stimulate cooperative ideals.

Among the outstanding incidents of the year affecting cooperative education throughout Great Britain was the determination of the Carlisle Congress to establish a Cooperative College to promote cooperative education.

312. HALL, F., M.A. The Co-ordination and extension of co-operative education and the part of the co-operative college therein. Manchester, Eng.: The Cooperative Union, Ltd., Education Department, 1914. 25 pp. With tables.  
Av. in Coop. L.

Public education is not completely satisfactory and cooperative education must perform special functions such as the formation of co-operative character and the ability to express opinions and participate in industrial and social reforms. Mr. Hall gives a description of the present educational agencies and their work, and an elaboration on the work of the Central Education Committee of the Cooperative Union, Limited. The work of this committee is: to arrange a syllabus of instruction for classes in Cooperation; to arrange examinations for certain courses; to publish text books to meet the need of cooperative classes; to publish plays and reports on lectures; to arrange classes for employees and training classes for teachers and grant certificates to successful members; to arrange correspondence classes; to stimulate informal education by encouraging the formation of young people's circles; to arrange summer courses for the promotion of both formal and informal education; to advise local education committees on their request and prepare a list of approved lectures for their guidance; to issue annually an education program; to cooperate with other organizations.



A description is given of the Women's Guild, the Men's Guild and the Student's Fellowship. There follows a discussion of the proposed Co-operative College stating the things a college can do; Stimulate the formation of study circles in connection with the branches of the guilds and the Student's Fellowship; Serve as a center for higher education in specialized subjects; Provide a center for the cultivation of the cooperative spirit; Undertake investigations and research, and serve as a clearing house of ideas; Help to coordinate the educational work of various cooperative organizations; Aid the general development and progress of Cooperation.

Appendices give the number of enrolled students from 1887 to 1914; the number of successful students in cooperative examinations from 1883-1914; and the educational grants of retail distributive societies from 1881 to 1911.

313. HALL, F., M.A., B. Com., adviser of studies, Cooperative union, ltd. The Extended programme of cooperative education. Manchester, Eng.: Cooperative Union, Ltd., 1917., 20 pp. With appendix. Address delivered at the Educational Conference at the Swansea Congress, May 26, 1917.  
Av. in N.Y.P.L.

The immediate needs for a complete cooperative education program are an enlarged curriculum, a better organization of cooperative educationalists, an educational magazine, increased provision for junior and women students, and a better organization of the Cooperative Library.

The appendix gives the courses in the new curriculum. They are Cooperation, Economics of Cooperation, Honors Course in Cooperation, Industrial and Constitutional History, Citizenship, Sociology, Education, Propaganda, and Public Speaking.

314. HALL, F., M.A., B. Com., adviser of studies, Cooperative union, ltd., Manchester, Eng. Further prospective developments of cooperative education. Manchester, Eng.: Cooperative Union, Ltd., 1918. 12 pp. Av. in N.Y.P.L.

This booklet gives a detailed description of the classes and courses given by the Educational Committee of the Cooperative Union during 1917 and the prospects for the coming year.

Progress was  $\pi/10$  during the past year despite the influence of the World War. Correspondence classes were organized in the Welfare of the Group, Cooperative and Social Problems, and Cooperative Problems, and a course entitled "After-War Problems is in course of arrangement. Nearly fifty Week-end Schools, were in operation in 1917. A one-week school was recently attempted in Birmingham with good success.

Research work is being increased under a new scheme operating in connection with the Blenheim Scholarships. The Education Committee will offer two scholarships, to the value of about twenty pounds, in the next session, and two other research scholarships will also be available.

Summer schools are developing fast and there will be six functioning in the United Kingdom in 1918. Prospects for increasing the number of the other schools are also favorable. The movement to establish Guest Houses, at which week-end schools and summer schools may be held, is spreading and (1918) three of these houses are now in existence. Equally favorable is the trend towards publishing more and

more educational text books, and various books and pamphlets will be published for the cooperative schools next year.

During the coming year, it is hoped to arrange courses in the economics of Cooperation, cooperative finance, international cooperation, local government, the history, theory, and organization of education, a course for committees, and a course for women in industry. All will be available either to local classes or to correspondence schools. Various other projects are in view. It is hoped to arrange classes for teachers on the art of teaching. A committee has been established for the supervision and development of educational work in connection with the Movement's political scheme. Technical classes are being continued and enlarged, as are the courses for salesmen and managers. Lectures for officials are also being developed.

315. HALL, F., M.A., B. Com., adviser of studies, Cooperative Union, Ltd. The Summer schools for cooperators. Second edition. Manchester, Eng.: Cooperative Union, Ltd., Central Education Committee, 1915. 10 pp. With illus. (Publ. no.133.)  
Av. in N.Y.P.L.

The work of the Summer Schools conducted by the Cooperative Union of Great Britain, Limited, is described by the author, who assisted in organizing them. "The object," he says, "is to bring cooperators together for the purpose of increasing their knowledge, strengthening their convictions, and promoting their acquaintance with each other."

Describing a typical day at a school, he goes on to list the subjects upon which lectures are given, Cooperation, Economics of Cooperation, International Cooperation, Industrial History, Methods of Teaching and Conducting Cooperative Classes, and occasional incidental lectures on literature and features of social reform.

316. HANSOME, MARIUS. A Danish agricultural school. Survey, (Survey Associates, Inc.), New York, June, 1921, v.46, no.13, pp.444-445.)  
Av. in N.Y.P.L., R.S.

Denmark, according to the author, is unique in its agricultural cooperative education. At least one year of attendance in a people's high school is required before the student is admitted to the agricultural high school. The Danish agricultural school is "a miniature cooperative commonwealth." The teachers keep in close touch with the people by means of the local lecturers provided by the Lecture Union of the cooperative organization. Here, the aim is primarily vocational and the youths are given a higher cultural background by interesting them in the problems and complexities of natural science in their utilitarian relationship to mankind. In this way, they are definitely prepared to meet immediate economic problems and at the same time be free and independent farmers. At the present time only ten percent of the people of Denmark are tenants.

317. HOUGH, J.A., B.A., Practical examinations: new venture in technical education of cooperative employees. (Cooperative review, (Cooperative Union, Ltd.), Manchester, Eng., Nov., 1932, v.6, no.36, pp.255-258.) With tables.  
Av. in R.S.

Commencing with the 1931-32 session, entirely new syllabi of instruction for salesmen were introduced into the educational program.

These deal more fully with the art of selling, and stress to a greater degree a knowledge of the various commodities. Separate syllabi are available for students from the grocery, butchery, dairy, drapery, boot and shoe, and furnishing departments.

For the first time in the history of British cooperative education, a practical test was officially included as an integral part of the examinations in salesmanship. A three-hour written examination was given on a fixed date and followed by a practical test at a date as near as possible to the written examination.

In April and May, 1932, over 1,500 candidates presented themselves for examinations in the subjects of salesmanship, window dressing and shop display. Candidates were allowed to make a display in their own shop windows which the examiner could see on his round of inspection. The interest created in the practical tests was extraordinary, especially among officials of the cooperative societies and managers of the shops, who were present as spectators at many of the tests.

A table of statistics included in the article classifies salesmanship in various departments, such as first and second class, and unsatisfactory.

318. HU, S.C. Cooperative education in China. (Review of international cooperation, (International Cooperative Alliance), London, Eng., Mar., 1937, 30th year, no.3, pp.108-110.)  
Av. in N.Y.P.L.

Mr. Hu begins his survey by illustrating the importance of education in the short-lived, but socially and historically important Movement of the twenties. Professor S.Y. Hsueh, the founder of the Chinese Cooperative Movement, borrowed a good many of his ideas from Germany and other western countries. He was the first to advocate a cooperative college, but his death in 1927 hindered the completion of any definite scheme. During this early movement, "The People's Weekly", a powerful influence in the Chinese Movement, was published by the People's Society of Fuh Ten University under Professor Hsueh's direction. After the dissolution of the People's Society in September, 1924, the "Weekly" had a chequered career.

The China Cooperator's Union was founded in January, 1928, and since this time cooperative education in China has developed steadily, especially in the publication of cooperative literature and the organization of training classes for cooperative officers and organizers. In 1929, "The Cooperator's Monthly" was founded and became at once an important educational agency within the Movement. From 1928 to 1934, great progress was made in other forms of cooperative education. A training-school for cooperative organizers was held by the Provincial Government of Kiangsu in May, 1933, and a second in Chekiang during the following winter. A series of such schools were held in Szechuan, Kiangsi, and Hunan from 1929 to 1934. These schools lasted from three to six months. One-week and after-harvest schools for farmers have been increased. A Central Training Institute for Senior Co-operative Organizers was organized in 1935 under the auspices of the Central Kuomintang Party. This was held for a year and benefited some 40 university graduates and 2,000 correspondence students.

Professor Hsueh's idea of a cooperative college was re-advocated in 1935 by Governor Kuo-Fu Chen of Kiangsu, Professor S. Y. Wang, and Professor M.S. Shaw and, with the help of the Chinese Government, this school was opened on February 1, 1936. Its curriculum is a wide one, and the instruction is intended to include Cooperation in all its



aspects. In addition to classroom work, investigation and research are to be undertaken. In November, 1936, the educational committee of the School decided to establish a National Institute for training cooperative officials. This task has been entrusted to the Executive Committee of the China Co-operators Union, and Mr. C.M.Chen has been appointed Principal of the Institute. Classes in the Institute were started on March 1, 1937.

319. INDUSTRIAL AND LABOUR INFORMATION. Agricultural co-operation in Italy: a new institution. (International Labour Office, Geneva, Switz., Mar., 1925, v.13, no.10, pp.69-70.)  
Av. in N.Y.P.L., R.S.

During the month of January, 1925, the Italian Institute of Co-operation, Labour and Social Welfare was inaugurated in Rome. This institution is a direct result of the transformation of the Free University of Agricultural Mutual Aid and Cooperation. The aim of the Institute is to train suitable persons in the management and administration of cooperative societies and to turn out technical experts in the application of the various labor, emigration, and insurance laws. The curriculum of the Institute extends over two years, the tutorial staff is chosen irrespective of political opinion and enjoys complete freedom of speech in the exercise of duties. To qualify for admission, a pupil must hold a classical or technical matriculation certificate.

The Institute, the report points out, has been created by the help of the Ministries of National Economy and Public Instruction and more than 40 provincial administrations, savings banks, Chambers of Commerce and various credit institutions including the National Social Insurance Fund, The National Accidents Fund, The National Insurance Institute, the Re-insurance Union, the Bank of Italy, the Commercial Bank, and the Bank of Naples and Sicily.

320. INDUSTRIAL AND LABOUR INFORMATION. Cooperation and education in Great Britain: Cooperative wholesale society's scheme. (International Labour Office, Geneva, Switz., Nov. 21, 1927, v. 24, no. 8, pp. 251.)  
Av. in Col., N.Y.P.L., R.S.

In order to encourage the attendance of employees at evening classes, the Committee of the English Cooperative Wholesale Society recently decided to pay up to one pound towards the fees of each employee attending evening classes organized by the Cooperative Union, Municipal Authorities, Local Councils, the Institute of Bankers, the Faculty of Insurance, and similar organizations.

The Committee enables employees up to 18 years of age to attend the day continuation school one-half or one full day each week. Approximately one hundred and eighty-five employees take advantage of this opportunity.

The Committee also offers forty bursaries, each of the value of 5 pounds sterling to selected employees desirous of obtaining higher education, who are recommended by their respective managers.

321. INDUSTRIAL AND LABOUR INFORMATION. Italy: courses in cooperation of the National cooperative credit institute. (International labour Office, Geneva, Switz., Aug., 3, 1923, v.7, no.5, pp.41-42.)  
Av. in N.Y.P.L., R.S.

The National Cooperative Credit Institute of Italy, continuing the work of the Umanitaria, has organized courses for training managers and bookkeepers at Milan for cooperative organizations. Such courses were started in 1917 in Reggio Emilia and have been extended until, in 1922, eleven two-month courses were organized in various towns. Pupils for these courses are recruited in agreement with the more important cooperative societies in their district, and priority is given to applications from employees of cooperative societies. The curriculum covers theoretical and practical bookkeeping, arithmetic, legislation on cooperative societies and their institutions, and social insurance.

More than sixty per cent of the cooperative societies' employees who attended the courses have returned to their previous occupations and have given more satisfactory service. All but 6,000 lire of the 361,335 lire spent in this educational program were contributed by the various cooperative organizations.

322. INDUSTRIAL AND LABOUR INFORMATION. A School of cooperation in Mexico. (International Labour Office, Geneva, Switz., Dec. 7, 1931, v. 40, no. 10, p. 347.)  
Av. in Col., N.Y.P.L., R.S.

A technical school for the teaching of Cooperation, was established in Mexico in 1931 under the auspices of the party then in power. Its object was to train teachers of Cooperation and officials of the public services; who will together extend and develop cooperative societies in Mexico. The training given in the school is free to students whose qualifications are adequate.

The curriculum is divided into six courses. The first includes the critical history of the Cooperative Movement, sociology, elementary economics, economic geography of Mexico, and principles of civil law; the second includes cooperative organization, sociology of the Mexican people, advanced economics, principles of commercial law in connection with the establishment and working of cooperative societies, and elementary knowledge of national production; the third covers the different classes of cooperative societies and their workings; the fourth the management of cooperative societies; the fifth, cooperative federation (economic inquiries with a view to the establishment of cooperative societies) study of the practical problems of Cooperation, labor legislation and organization, Mexican constitutional law; and in the sixth there is taught specialization in agricultural organization, which includes systems of cultivation, returns, fertilizer, equipment, methods of work and methods of cultivation, while specialization in industrial organization includes raw materials, wages, capital, prices, markets and credits, and in commercial organization, internal and external trade, markets, prices, publicity and sales systems.

323. INDUSTRIAL AND LABOUR INFORMATION. United States teachers and cooperation. (International Labour Office, Geneva, Switz., Nov. 21, 1938, v. 68, no. 8, p. 244.)  
Source: Ohio Farm Bureau News, Aug., 1938.  
Av. in Col., N.Y.P.L., R.S.

At its annual convention held in New York from June 26 to July 2, 1938, the National Education Association adopted resolutions advocated by its Committee on Cooperative Societies. It was resolved that the study of Cooperation be made an integral part of the curricula in high schools, colleges, and universities. Students expecting to enter

the cooperative field should undergo a thorough training in technical subjects pertaining to Cooperation, and prospective teachers should be adequately grounded in the principles of the Cooperative Movement.

324. INTERNATIONAL REVIEW OF AGRICULTURAL ECONOMICS. Italy: the teaching of cooperation and of mutual insurance. (International Institute of Agriculture, Bureau of Economic and Social Intelligence, Rome, Italy, Dec., 1921, 12th year, no.12, pp.643-650.)  
Av. in Col., N.Y.P.L.

For some time certain Italian bodies have recognized the importance of training individuals in Cooperation, a movement which is growing rapidly in that country. For two years the National Credit Institution for Cooperation conducted, in every part of Italy, two-months elementary courses in Cooperation. The pupils came for the most part from established cooperative labor and distributive societies. Last year, the Humanitarian Society of Milan resumed its six-months higher courses for cooperators, with satisfactory results, and some teaching institutions have introduced the subject of Cooperation into their curriculum.

The Istituto Nazionale per la Mutualita Agraria (Rome) has taken up the teaching of Cooperation with more ample means and with special reference to agricultural cooperation. In 1919 it formed a section with the object of diffusing knowledge of mutual insurance, cooperative rural hygiene, and the laws of social thrift, and more particularly of producing trained persons capable of directing and administering mutual agricultural insurance societies.

In the bill for the reform of the legislation on cooperative societies introduced into the Chamber of Deputies at its sitting of November, 1922, by the Minister of Labor and Social Thrift, there was included a plan for the institution of four groups of itinerant instructors in Cooperation, with headquarters at Rome, Palermo, Bologna and Turin, to teach the following subjects - principles of economic science applied to Cooperation; the technology of Cooperation in its various forms; and the elements of bookkeeping and banking as applied to Cooperation.

325. JONES, J. HARRY, M.A., prof. of economics, University of Leeds, Eng. The Problem of training. (Building societies gazette, (Frerey & Co., Ltd.), London, Eng., July, 1937, v. 69, no. 820, pp. 665-667.)  
Av. in N.Y.P.L.

Following a detailed analysis of the purposes and scope of training as well as the methods heretofore used in the Movement for the training of its executive, administrative and technical forces, the author comes to the conclusion that young officials of proved technical ability, who show those qualities that are needed for leadership, should be sent for a period of three years to a university. Residence at such an institution, would supply something that routine and isolated study for an external examination can never supply. What is taught is of much less importance than the spirit, the method, and the purpose of the teaching.



326. THE LABOUR ANNUAL: THE REFORMERS YEAR BOOK FOR 1900. 6th YEAR.  
A Cooperative university for the teaching of comprehensive production.  
 (Joseph Edwards, Wallasey, Eng., circa 1901, p.63.)  
 Av. in Col.

In this article, Mr. Richard Russell proposes the establishment of a Cooperative University which will foster mechanical skills rather than scholastic achievement. He urges cooperative societies to acquire land, raise and process products for its own use in order to become self-sufficient.

327. LASSERE, GEORGES, Prof., University of Lille, France. The School of Nimes. (Review of international cooperation, (International Cooperative Alliance), London, Eng., Aug., 1938, 31st year, no.8, pp. 365-373.)  
 Lecture delivered at the 17th International Cooperative School, Brussels, 1938.  
 Av. in N.Y.P.L.

Professor Lassere traces the history of the School of Nimes from its foundation to the present day. A brief description of the three founders of the school (August Fahr, Edward de Boyve, and Charles Gille) is preceded by an account of Charles Fourier, the precursor of the School of Nimes, who advocated many fantastic ideas, but was able to point out a few novel, but basic things such as malpractices of middlemen and the advantages of association.

The author points out that Fahr and de Boyve did not confine themselves to localization but were instrumental in establishing the First Cooperative Congress, which met in Paris on July 27, 1885, with a representation of twenty-five societies. This Congress led to the formation of the first federation of the French Cooperative Societies, later known as the Union of the Rue Christine. The School of Nimes also engaged in publishing various periodicals including the well-known journal "L'Emancipation", founded in 1887. A federation of cooperative societies, the "Bourse des Cooperatives Socialistes," was started to rival the union formed by the Congress. In 1912, however, the rival groups combined to form the National Federation of Consumers' Cooperative Societies, and from this time the School ceased to be associated with any single organization.

328. LIVINGSTONE, R.W., M.A., vice-chancellor, Queens university, Belfast. Some educational lessons from Denmark. In: Fifty-eighth Annual Cooperative Congress at Belfast, May, 1926, (Cooperative Union, Ltd.), Manchester, Eng., 1926, pp.494-506.)  
 Av. in R.S.

Before discussing education in Denmark (from which Great Britain could draw many useful lessons) the speaker first reviews briefly the present educational system and problems in Great Britain.

It is his opinion that we cannot have a successful democracy without education and that there should be higher education for the masses. Secondary education for all is financially impossible, socially dangerous and educationally unsatisfactory. Therefore, since Denmark has partially solved her problems through education, he calls to the attention of the members certain features of their program. It seems the proper balance has been achieved in that nation through the influence of the Cooperative Movement.

A detailed description is given of this system covering the organization of the Danish Folk High Schools, their methods, certain techniques, and curricula, and the effect of the Cooperative Movement on agricultural development.

The example of Denmark will not help Great Britain's problem so much in detail because of the latter's extensive industrial areas. The methods that Denmark used in an agricultural school would not be applicable to urban conditions. Great Britain must develop her own methods of adult education, abandon the idea of a full-time post primary education, and aim at part-time continuation schools until pupils attain the age of 18 years.

329. LONDON CO-OPERATIVE SOCIETY LTD., LONDON, ENG. Technical training for co-operative employees, session 1937-38. London, 1937. 12 pp. With illus. Cover title.  
Av. in Coop. L.

The courses of study of the London Co-operative Society are planned to suit the ages and the individual needs of the students. Included in the curriculum are courses for salesmen, branch managers, general managers, bookkeepers, secretaries, and a junior preparatory course for students of fourteen years of age.

Small fees are charged for these courses, and necessary materials are acquired from the society at discount prices. Enrollment forms are attached for the use of those employees who may be interested.

330. LYNCH, A.D., secretary-manager, Sanitary milk producers, St. Louis, Mo. Making vocational agriculture teaching effective. In: American cooperation; proceedings, (American Institute of Cooperation), Washington, D.C., 1940, pp. 303-316.  
One of a series of articles under same title by different authors.  
Av. in N.Y.P.L.

Cooperatives have failed to appreciate the importance of vocational teaching, which is rendering a vital service to the Cooperative Movement through the education of farm people in the technique of production, marketing, economics and leadership, all important to the success of the Movement.

Educational work in the cooperatives by no means ends with the members. It is necessary for a successful cooperative to educate the youngsters of the neighborhood, who are the members of tomorrow and the future leaders of the Movement. The early training which they receive is of great value to them as individuals in later years in perfecting commodity marketing, and in developing their community and standard of living, which is the end result of cooperative effort. It is only through education that the cooperatives may expect to gain the sympathy, understanding, and support of the press, statesmen, politicians, and officials, all of whom have considerable influence in the marketing of their products. Vocational teaching will be as important as the value of the services it renders. In conclusion, four ways are given in which cooperatives can best further vocational teachings.

331. MUKHERJEE, B.B. Impressions of cooperative training class at Sabour. (Bombay co-operative quarterly, (Provincial Co-operative Institute), Bombay, India, Sept., 1928, v.12, serial no.2, pp. 81-86.)  
Av. in N.Y.P.L.

In 1925 the Bihar and Orissa Cooperative Federation undertook the work of training cooperative officials in the theory and practice of Cooperation. The local banks doubted the value of the idea, considering it a waste of money, but Mr. Ali Hassan took charge in 1927, improved the training system, and brought about a great improvement in the results.

The present course is attended by managers, inspectors and bank clerks. Theoretical subjects include the principles of Cooperation, the cooperative act and its by-laws, propaganda, bookkeeping, and elementary instruction in agriculture, public health, veterinary training, and industry. The tutorial classes give close personal attention to all students. Students are also taken to neighboring societies to contact actual conditions. An agricultural farm is used to give practical experience in agricultural subjects.

The writer suggests that the course be extended from three and one-half to six months, and that similar courses be established for banking house members in cooperative enterprises throughout India.

332. NATIONAL COOPERATIVE MEN'S GUILD, MANCHESTER, ENG. Subjects suggested for discussion by branches; winter session 1916-1917. Manchester: Cooperative Union Ltd., n.d. 31 pp. (Men's Guild Pamphlet no. 9.)  
Av. in N.Y.P.L.

The National Cooperative Men's Guild exists not only to promote the interests of cooperators in their activities, but also to extend the application of cooperative principles to all phases of social life. For this reason, the Central Council of the Guild has prepared lectures on the general purposes of insurance, and on collective life insurance, industrial life insurance, and various other types of insurance contracts. Suggestions are also given as to the best ways for organizing cooperative insurance.

Cooperation and Trade Unionism are discussed under the title of "Organization of Democracy," and the achievement of their common aims. The improvement of the conditions of life and work of the masses is shown to be concerted action through a cooperative and labor board.

Cooperative control of raw material, prices, and subjects of special interest to all cooperators such as excess profits and income taxes are also outlined.

333. PETCH, ARTHUR W., Practical education for cooperative employees. (Cooperative review, (Cooperative Union, Ltd.), Manchester, Eng., Nov., 1929, v.3, no.18, pp.219-223; Jan., 1930, v.4, no.19, pp.15-20.)  
Av. in R.S.

Lecturers and writers in the Cooperative Movement have long given attention to the problems of cooperative training. The Cooperative Union has enlarged its program of personnel training and now publishes textbooks and provides technical and practical courses at summer schools and by means of correspondence courses. Other societies carry on much the same program but the efforts of these cooperatives are not as effective as they should be.

Reference is made to the various schools and colleges, both private and cooperative, which give training needed by cooperators, and Mr. Petch makes various suggestions that would increase their usefulness. Among them is the thought that since federation has proved practicable in other cooperative endeavors, it might be advisable to form federated areas for the technical education of employees.



334. RAE, W.R. Teachers' difficulties. Manchester, Eng.: Cooperative Union, Ltd., n.d. 19 pp. (Publ. no. 137.)  
Av. in N.Y.P.L.

In discussing the methods of teaching in the cooperative schools at the Conference of Teachers, held at York in April, 1908, the author first elaborates upon the principal difficulties that cooperative teachers must meet and overcome in their teaching activities. They are incomplete acquaintance with the subject and inadequate preparation; lack of familiarity with teaching technique; insufficient provision of teaching facilities; insufficient discipline and child knowledge; the inherent difficulty of the subject itself. He then makes suggestions to the teachers and members of the educational committees for improving the teaching system, following with a lesson on Shaftesbury which he outlines under the headings "Matter" which deals with career, and "Method" which deals with environment.

It is his opinion that a teacher must, in all subjects except bookkeeping, be closely associated with history and all matters that deal with the living past. Furthermore, he must have a definite plan of procedure and definite methods for retaining the interest of the classroom in the subject matter under presentation.

335. RAE, W.R. The Training of cooperative managers. (Manchester, Eng.: Cooperative Union, Ltd., n.d. 12 pp. With appendix. (Publ. no. 23.)  
Av. in Col.

In the early days of the Cooperative Movement it was not difficult to select managers for cooperative societies because their scope of operations was narrow and their business small, but now their activities seem to have no limitation, their business is colossal, and their problems are so intricate and bewildering that management is no longer within the reach of everyone. A practical, theoretical and exclusive knowledge which can only be acquired through years of study and experience is required.

The duties and responsibilities of the several types of overseers, general managers, branch managers, departmental managers, and combined secretary-managers are outlined, together with the relations between managers and managing committees. Problems of expansion as they present themselves to the individual stores are also examined and the difficulties liable to be met are discussed.

336. RAE, W.R., F. HALL, and C.E. WOOD. Central education committee. In: Fifty-sixth Annual co-operative congress, ... at Nottingham, June, 1924, (Cooperative Union, Ltd.), Manchester, Eng., 1924, pp. 42-56.  
Av. in R.S.

The Central Education Committee reviews its progress since the last Congress. Correspondence courses, it appears, have increased although junior classes have decreased because of the curtailment of educational grants. However, no classes have been formed at Holyoake House in public speaking, advanced accountancy, cooperative secretaryship, cooperative law, statistical methods and cooperative statistics, and in office organization and secretarial work.

337. RAE, W.R., F. HALL, and C.E. WOOD. Central education committee. In: Reports and Papers to be submitted to the Carlisle Congress, June, 1919, (Cooperative Union, Ltd.), Manchester, Eng., 1919, no. 19, pp. 33-43, 176-189.  
also in 51st Cooperative Congress, 1919, pp. 145-6, 288-301.  
Av. in R.S.

The Central Education Board of the British Cooperative Union, reviewed the cooperative educational work undertaken by it during 1918-1919.

The report, which was submitted for discussion and approval to the Cooperative Congress, covered the organization of junior co-operators, groups scholarships, class work, examinations and summer schools. There was an increase both in the courses and in the numbers of students attending.

The appendix gives statistics of the educational work, an "Outline Scheme for the Establishment of a Cooperative College as a War or Peace Memorial," and the annual report of the National Men's Guild for the year 1918.

338. REVIEW OF INTERNATIONAL COOPERATION. The I.C.A. study centre. (International Cooperative Alliance, London, Apr., 1939, 32nd year, no. 4, pp. 176-177.)  
Av. in N.Y.P.L.

The library of the International Cooperative Alliance has long been accessible to bona fide students and co-operators and now a planned course of reading, together with regular tutorial advice and supervision has been instituted. Particular attention will be given to these subjects: the principles of Cooperation and their application by different types of organization; the history of Cooperation and its development; the work of the International Cooperative Alliance, the economic problems of Cooperative education and propaganda. Qualified students will be able to enroll for definite courses at a moderate fee, and it is hoped that the National Organization will select persons from their membership who will take part in this course of study.

339. REVIEW OF INTERNATIONAL COOPERATION. The International school at Nancy. (International Cooperative Alliance, London, Eng., Aug., 1937, 30th year, no. 8, pp. 338-340.)  
Av. in N.Y.P.L.

This article describes the proceedings of the Sixteenth Session of the International Co-operative School which was held from July 3 to July 7, 1937, at Nancy, France. The local arrangements were undertaken by the Union of Co-operators of Lorraine whose president (Mr. Emile Bugnon) accepted the office of Honorary President of the School. Mr. Bugnon was assisted on opening day by Mr. H.J. May, General Secretary, International Cooperative Alliance, Mr. W.F. Watkins, B.A. (I.C.A.), Principal of the School; Professor de Menthon, Professor of Cooperation in the Faculty of Laws at Nancy; Messrs. Marcel Blot and Burgard, Managing Directors, and a number of leading officials of the Union of Co-operators of Lorraine.

An important feature of the lecture program was the importance given to lectures either bearing directly on education or involving problems of an educational character. Mr. Bugnon opened the series with a paper on "Cooperative Education in France." This was followed by Mr. Watkins' lecture on "International Cooperative Educational Problems" and Mr. C.H. Barbier's "The Cooperative Organization of Youth." Other lectures given during the first week were a lecture by Mr. Marcel Brot on the Union of Co-operators of Lorraine; a lecture by Mr. Ernest Poisson, General Secretary of the National Federation, F.N.C.C. on the development of Cooperation as a defender of the interests of

consumers in France; "Cooperative Health Organization", by Dr. L. Prohaska (Belgrade), a study of the characteristic types of cooperatives of Hungary and Bulgaria.

The lectures given during the second week were "Cooperation and Labour Problems" given by Mr. Maurice Colombain, Chief of the Cooperative Section, I.L.C., Geneva; "Economic Freedom and Cooperative Enterprise," by Dr. I. Schenkman (I.C.A.); "The Evolution of the Cooperative Idea" by Dr. C.R. Fay, Reader in Economics History at Cambridge University; "The Economics of Cooperation in the Home" by Mrs. F. Heymann-Coulon, I.C.W.G. Executive. The final lecture, "The Way of Cooperation" by Mr. H.J. May dealt with the situation at present confronting the Cooperative Movement and with the decisions which the forthcoming International Congress will have to make.

340. REVIEW OF INTERNATIONAL COOPERATION. The Seventeenth international cooperative school. (International Cooperative Alliance, London, Sept., 1938, 31st. year, no. 9, pp. 446-449.)  
Av. in N.Y.P.L.

This article gives a description of the Seventeenth International Cooperative School which was held at Brussels from August 13 to 27, 1938. Seventy-nine students from fifteen countries attended. This number was considerably smaller than that for the two preceding years and was due to the unrest in Europe.

Mr. H. J. May, General Secretary, International Cooperative Alliance, presided at the opening of the School. M. Francois Logen, President of the Société Générale Coopérative, Honorary President of the School, presented the fraternal greetings of the Belgian Cooperative Organizations. The Inaugural Address was also given by M. Logen, and dealt with the subject of cooperative education in Belgium, introducing a program of lectures and discussions of varied interest as well as important aspects of International Cooperation.

The lectures of the regular course were as follows: W.P. Watkins gave a comparative study of the Central Cooperative Schools; Victor Serwy gave an introduction to the Belgian Movement, and also dealt with the effects of the war upon the Movement; Julian Paparet, Managing Director of the Union of Cooperators of Charleroi, discussed this society. Dr. Mauritz Bonow (K.F., Stockholm) had as a subject, "The problem of Consumer Credit;" "The School of Nimes" by Professor Georges Lasserre (University of Lille); W. Dykstra, Director of the International Cooperative Trading Agency, discussed International Cooperative Wholesale Trade; Professor Louis de Brouckère lectured on Cooperative Democracy; Maurice Maire, Vice-President of the Board of the Swiss Cooperative Union, V.S.K., whose subject was "Rationalized Distribution of Commodities"; A. Axelsen Drejer, Secretary of the Danish Central Cooperative Committee, gave a lecture on cooperation in Danish national economy; "Consumer Demand and Purchasing Power" was given by Dr. I.M. Schenkman (I.C.A.); the final lecture was "The International Cooperative Alliance in Retrospect and Prospect," given by H.J. May.

During the period of the School, visits to various cooperative institutions were arranged, official receptions were given by various government agencies, and the Société Générale Coopérative was host at the concluding function of the School.

341. REVIEW OF INTERNATIONAL COOPERATION. Sixteenth international cooperative school. (International Cooperative Alliance, London, Eng., Feb., 1937, 30th year, no.2, p.62.)  
Av. in N.Y.P.L.



This is a brief announcement of the Sixteenth International Co-operative School which will be held at Nancy at the invitation of the French Co-operative Union (F.N.C.C.).

The School is to continue from July 3 to July 17, 1937. The program for the School is in preparation and will be arranged to enable the principal questions of present importance to co-operators of all countries to be introduced by lecturers with special knowledge, and be thoroughly discussed by the students.

342. RIDDALL, C.C., Irish executive, Co-operative union. Scientific research: a plea for coordination on work in the movement. (Co-operative review, (Cooperative Union, Ltd.), Manchester, Eng., Mar., 1932, v.6, no. 32, pp.75-77.)  
Av. in R.S.

Mr. Riddall, in outlining his subject on the coordination of the work in scientific research within the boundaries of the Movement, points out that a comparison between the record and existing conditions of the British Movement with those of other co-operative movements and of non-co-operative organizations in respect to scientific research reveals certain weaknesses in British co-operative organization and equipment. It is his contention that the chief weakness lies in the lack of coordination in research work, more particularly in connection with agriculture, of which especially the production and processing of milk are of great importance to the Movement.

The British Co-operative Movement recognizes the need for the establishment of a department devoted to scientific research; to experimental mechanical engineering, with special reference to dairy plants, equipment, and utensils; to the planning of dairies and cheese factories, and supply of plans and specifications to societies; to chemical and bacteriological analyses; to technical instruction; and to a general advisory service, especially in connection with farming operations, and to milk and meat. The adoption of a scheme of such a character is, Mr. Riddall thinks, well within the resources of the Movement.

343. ROCKELL, FREDERICK. Cooperative managers and educational work. Manchester, Eng.: Co-operative Union, Ltd., Educational Department, circa, 1914. 12 pp. (Publ. no. 118.)  
Paper read before London District Co-operative Managers Ass'n.  
N.Y.P.L.

The education of co-operative employees through personnel classes in order that they may become familiar with all departments of the business is strongly advocated by Mr. Rockell in his monograph, published by the Co-operative Union, Limited. In too many instances, he says, the employee knows only the work of his own department. He is unavailable for transfer in an emergency.

The writer deplors the fact that the majority of societies have made no attempt at educational work but rather have placed more emphasis on propaganda work. At times even this is carried on in an indifferent manner. He cites the poor circulation of the "Cooperative News". He advocates that the educational work be increased and that managers encourage educational classes, and further, that a sympathetic relationship be developed between the educational committees and the managers.

The latest figures published by the Co-operative Union, Limited, show that in England alone, the Movement annually spends nearly

100,000 pounds sterling on education. During the period 1912-13 there were 7 classes for juniors with 151 students; 20 centers for training salesmen with 437 students and 1264 societies with a membership of 2,694,320.

In conclusion, the speaker re-emphasizes the importance of more intensive work in education and propaganda; he urges the managers to push the sale of cooperative literature by publicity and distribution of free copies of the official organ "The Cooperative News."

344. RUSSIAN COOPERATOR. The Cooperative school in Moscow. (Joint Committee of Russian Cooperative Organizations in London, London, Eng., May, 1920, v.4, no.5, p.71.)  
Av. in R.S.

A report is made by the appropriate committee on the work of the Cooperative School in Moscow for the academic year 1918-1919.

The school was established by the Centrosoyus in 1913, as an annex to the University of Shaniavsky; but its courses did not begin until the Autumn of 1915, when it commenced operation with 65 students, 25 of this number being war invalids. In 1918-1919 the school was reorganized with two departments - the science of merchandizing and bookkeeping. There are now four departments in the school, general education and Cooperation, in addition to the two already named. Within six years the school prepared 889 men and women for cooperative work in various capacities.

The Committee enumerates the special features of the school and mentions that its purpose is not so much the preparation of individual students by imparting to them knowledge as to work out new methods of education and to prepare new manuals. A majority of the students are expected to work later in the villages where they may be useful as welfare workers.

345. RUSSIAN COOPERATOR. The Cooperative university in Moscow. London, Eng., Mar., 1919, v.3, no.3, p.38.)  
Av. in N.Y.P.L.

A description of the Cooperative University in Moscow, Russia, in this article gives such information as the operating expense, the object of the institution and its organization of courses.

The University was opened September 17, 1918, in Moscow, on the premises of the Moscow Union of Cooperative Credit Societies as a result of a resolution made at the All-Russian Cooperative Congress in 1917. Its purpose is to train all qualified workers for the Cooperative Movement thus, the students entering the University were expected to possess a previous high school education or its equivalent.

The courses are divided into three fields. The first field covers the teaching of economic subjects relating to Cooperation, its theory, methods and organization in general; another covers the commercial subjects that are intended for the training of commercial managers; while the third field includes courses and seminars for the study of cooperative production. In addition, there are special courses such as cooperative statistics, banking and bookkeeping, refrigeration, cold storage, cooperative housing, and the like.

In conclusion, the writer states that the desire of the promoters of the University is to develop it into a real training ground, on the basis of Cooperation, for highly skilled workers in the field of the economic and social reconstruction of Russia.

346. SERWY, VICTOR, pres., "Les Propagateurs de la coopération". The Chair of cooperation at the University of Brussels. (Review of international cooperation. (International Cooperative Alliance), London, Apr., 1939, 32nd. year, no. 4, pp. 175-176.)  
Av. in N.Y.P.L.

This article gives the titles of the courses given by Louis de Brouckère, Professor of Cooperation at the University of Brussels, from the foundation of the chair by the Propagators of Cooperation in 1926 until Dr. de Brouckère's retirement in 1938. The subjects include: "Cooperation--Its Origin and Important Functions"; "The Cooperative Movement in Russia"; "Financing the Cooperative Movement"; "Cooperative Production"; "The Cooperative Order"; "Cooperation and the High Cost of Living"; "Cooperation in the Northern Countries"; "International Aspects of Cooperation"; "Some Present Day Problems of the Cooperative Movement"; "Cooperative Theory and Practice"; "Cooperation, the State, and the Public Services"; "Political Aspects of Cooperation"; a final synthesis under the title of "The General Principles of Cooperation."

Dr. de Brouckère, in his final lecture, said that he had not relied upon books but upon ideas drawn from experience, since Cooperation springs from life itself, constituting a social theory inspired by the idea of harmonizing the interests of consumers and producers.

347. SERWY, VICTOR. The International co-operative school: "listening in". (Review of international cooperation, (International Cooperative Alliance), London, Sept., 1938, 31st. year, no.9, pp.450-451.)  
Av. in N.Y.P.L.

This article is an encomium of the Seventeenth Session of the International Cooperative School. The author, Victor Serwy, felt that in this school the missionary work of Neale Vansittart, Holyoake de Boyve, Gide, the successors of the Rochdale Pioneers, has borne fruit after untold suffering, sacrifice and self-denial on the part of thousands of workers who have believed in the Rochdale principles. If so much has been done by the pioneers who were harassed by poverty, Mr. Serwy feels that present day cooperators, who have time, knowledge, capital and liberty could easily put an end to the suffering endured by the oppressed peoples of Spain and China. He believes, however, that cooperators need a clear idea of the value of cooperative organization for purposes of reform before this can be achieved.

348. SHAW, W. HUDSON, M.A. Cooperation and education... Manchester, Eng.: Cooperative Union, Ltd., n.d. 10 pp.  
Av. in Col.

To refute the charge that Cooperation is materialistic and concerned only with small economies, dividends and cheap goods, Mr. Shaw gives a broad sketch of the achievements of the Cooperative Movement and an account of its accomplishments in bringing social amelioration to the working class, thus uplifting men, both intellectually and morally.

He enumerates the achievements of the Movement up to the present as having spent hundreds of thousands of pounds sterling on education; established a vast system of excellent reading rooms and libraries; supported thousands of classes in Science and Art; and organized all manner of teaching in practical and technical subjects.

Since the educational endeavors for cooperative societies in England are limited at present because the British Government is sponsoring national education and has established libraries in nearly all



important places, it is the opinion of the writer that cooperators should concentrate their attention on cooperative education. The program would include the training of the English populace in the duties of citizenship, the teaching of history, political economy and masterpieces of literature. To accomplish this end, he suggests that cooperators establish teaching centers throughout England, working in coordination with the Universities.

349. SMITH, H.C. Ch.D., Vocational training in private business. (Co-operative review, (Cooperative Union, Ltd.), Manchester, Eng., May, 1932, v.6, no.33, pp.129-133.)  
Av. in R.S.

An exposition by an English educational secretary in London of the extent and variety of vocational training given to employees of private business concerns, the competitors of the cooperatives, is set forth in this article. The material was compiled in a recent survey by the Association for Education in Industry and Commerce, an association formed some ten years previously to encourage study by employed persons beyond the scope of the ordinary school course. The latter has the support of many eminent employers.

The survey gives information concerning 18 schools in operation in many parts of England. The most common type of school is that which apprentices of junior employees are compelled to attend for a definite time each week, during working hours, without loss of wages. Its compulsory character is considered of special value.

The author then describes a number of typical educational schemes that are operated by well known business firms. At Port Sunlight, for instance, Lever Bros., Ltd. have a staff training college for junior factory employees. Something along the same line has been achieved in the Cooperative Movement by the Joint Committee on Technical Education; but there remains much to be done, especially in providing time for study during business hours.

Secretary Smith expresses the opinion that: "With courage and foresight, however, it is possible that this aspect of our work will be taken more seriously in the future, and an outstanding example provided as to what ought to be done to train employees for their vocation."

350. TALMAKI, S.S., honorary secretary, Bombay central co-operative institute. Scheme of training for honorary organizers. Bombay, India: The Bombay Central Co-operative Institute, n.d. 3 pp.  
Av. in Coop. L.

Issued by the Bombay Central Cooperative Institute, Bombay, British India, this prospectus announces the opening of classes, and also presents subjects of lectures and schemes of training for honorary organizers and for bank managers in that Presidency.

The scheme of training for organizers includes a Vernacular Senior Training Class for secretaries held through the several branches of the institute, English training class lectures, a special series of lectures in the principles and essentials of organization, supervision, banking, agriculture, consumption and production in Cooperation. Visits and inspection to various banks and societies are stressed as practical features of training for society activities.

Training for bank managers is conducted in the English language and lasts three months. Listed subjects of lectures are related to the theoretical and practical knowledge of banking business in general and cooperative banking in particular.

351. TOTOMIANZ, Prof. V. The Teaching of cooperation in Germany and other countries. (Cooperative review, (Cooperative Union, Ltd.), Manchester, Eng., Sept., 1927, v.1, no. 5, pp.188-190.)  
Translated from the German by W.P. Watkins.  
Av. in R.S.

A brief survey is given of the extent of cooperative education in the European colleges of Russia, Switzerland, France and Germany.

It has been the consensus of opinion that there has been very little tangible work in cooperative education; but the results of this study shows that there has been favorable progress since the first course was started in 1910 by Professor Totomianz himself, who established a regular course in the high school in St. Petersburg. However, the author is of the opinion that there will be no definite progress until Governmental and Parliamentary circles in all nations provide substantial support for teaching programs.

352. TOYNBEE, ARNOLD. Education of cooperators. Manchester, Eng., Cooperative Union, Ltd., 1882. 12 pp. (Publ. no. 125.)  
Av. in N.Y.P.L.

In this syllabus, an outline is given of the principal subjects that should be taught as a basis for the education of the members of cooperative organizations by a staff member of Balliol College in an address before a cooperative congress. It is his contention that many benevolent societies resemble more closely the cooperative associations in their purposes than the trade unions.

Numbered among subjects that should be taught are, political education, which would include a description of the history of the existing political institutions in England, local and central; industrial education, which would include a description of the present system in England and the main causes for the production and distribution of wealth; and sanitary education, which would include the duties of citizens in relation to the prevention of the spread of diseases in their community.

Since the entire educational scheme is based on citizenship and not on the individual man, the instruction must be unbiased, impartial and without prejudice. The greatest difficulty, states the Oxford lecturer, will be in finding cooperators who have this knowledge, and to persuade workmen to listen to something that is educational and not simply recreational.

353. VUKOWITSCH, Dr. A. Educational activities of the Austrian cooperative movement. (Review of international cooperation, (International Cooperative Alliance), London, Eng., Mar., 1938, 31st year, no. 3, pp.183-184.)  
Av. in N.Y.P.L.

The Austrian Consumers' Societies have established a training school at Vorderbrühl, near Modling. The author says that instruction in this school is based almost exclusively on practical problems. Both elected officers and employees attend the training courses. Those for the former last from three to six days, and those for the latter a fortnight. Employees are required to complete a correspondence course providing the necessary theoretical basis before being admitted to the school.

In April, 1937, the Central Union of Consumers' Societies started the first cooperative study circle. Eleven more of such groups are

now holding meetings, and others are to be established.

Dr. Vukowitsch gives a table which shows the type of course given in the Central Training School, the number of courses given, and the number of students in attendance. These figures cover the eighteen months from September, 1936, to February, 1937, during which time ~~six~~ four courses have been organized and attended by 1,790 officials and employees. Some 200 students attend study circles and about 600 more take correspondence courses.

The program of the Central Union for 1938 provides, thus far, twenty-five courses with an estimated attendance of 700 students. Of these proposed courses, the most popular will be the courses for members' committees, six in number.

354. WATKINS, W.P. Educational developments in the United States. (Review of international cooperation, (International Co-operative Alliance), London, Eng., Nov., 1937, 30th year, no. 11, pp. 488-489.) Av. in N.Y.P.L.

This article discusses the progress of education among the cooperatives as shown in recent issues of the news services of the Cooperative League and of the regional organizations.

In October, 1937, the Cooperative League Institute opened its first course in New York. This school, organized for the training of officials, teachers, and leaders of the Consumers' Movement, will divide its first course of four months into two periods. The first half will consist of lectures, seminars, research and observation, and the remainder of the term will be devoted to practical work in various co-operative societies. About twenty students will attend this first course.

The training school of the Central Cooperative Wholesale at Superior, Wisconsin, started its thirteenth session in October with 35 students. The training gotten in this course qualifies students for positions in retail consumers' societies. Over 250 students have received their training in this school. In Ohio, where cooperative education is being developed under the auspices of the Farm Bureau, study circles have been organized, and arrangements have been made with Antioch College for two winter courses on Cooperation. One course will deal with the history and development of the Cooperative Movement; the other, with the theory and problem of Consumers' Cooperation.

355. WATKINS, W.P., B.A. Central cooperative schools. (Review of International cooperation, (International Cooperative Alliance), London, Eng., Jan., 1939, 32nd year, no. 1, pp. 13-20.) With table. Lecture delivered at the 17th International Cooperative School, Brussels, 1938. Av. in N.Y.P.L., R. S.

The author discusses here the trend of the central cooperative schools. He believes the steady increase in the number and activities of central training institutions is the most important development in cooperative education during the past 20 years. These institutions have not only fulfilled their own peculiar functions but have also had a stimulating influence upon other forms of educational work and the general efficiency of the Movement's organizations.

Mr. Watkins points out that, although the actual foundation of schools and colleges is, with few exceptions, a post war phenomenon, the idea of cooperative schools began in Britain several years before the war, and has since spread throughout the world.



The driving force behind this educational system is not so much the conviction that education is essential to acceptance and application of Cooperation as the realization that without a trained personnel, the Movement, as an economic enterprise, has little chance of meeting modern competitive conditions, and no chance at all of extending the application of its principles over a wider field. Accordingly, the chief purpose of the majority of cooperative schools, especially in their early days, has been conceived as the promotion of executive efficiency rather than general enlightenment on cooperative principles. This fact, it is pointed out, has extended a decisive influence on the recruiting of students, the choice of subjects for study, and the methods of instruction.

The students trained in central cooperative schools consist of two main classes: employees and elected officers, including under each head those who are seeking to qualify for employment or for office. The plan of studies adopted in the majority of the central schools is governed by two primary needs: to enable the students to obtain an intelligent grasp of the principles and purpose of Cooperation; to increase their efficiency in performing their several tasks in the Movement.

The work of the central cooperative schools, like that of many other modern educational institutions, displays a gradual evolution away from traditional academic methods toward systems of study which, if not entirely original, are at any rate better adapted to the needs of the Movement and the circumstances of the students.

Mr. Watkins points out that the progress of the Movement is already considerable. One indication is the number of students attending these courses. By way of example he cites the Cooperative High School at Prague, which between 1929 and 1936 organized 114 courses attended by over 7,000 students; the Estonian Cooperative College, which in the same period, gave instruction to 400 shop and office workers in long period courses; the Swedish School, which has provided courses for about 1,000 persons annually on the average for the last dozen years. There is every reason to expect that the schools will make contributions of even greater usefulness as they extend their range of courses and perfect their equipment.

356. WATKINS, W.P., B.A. Modern principles of vocational education.  
(Review of international cooperation, (International Cooperative Alliance), London, July, 1939, 32nd. year, no.7, pp. 346-349.)  
Av. in N.Y.P.L.

The first question on the Agenda of the International Labour Conference in 1939, was the problem of technical and vocational education and apprenticeship. The Cooperative Movement, which must emphasize its superiority over other economic systems, cannot dispense with an efficient personnel. As almost all of its employees come from the public educational institutions, cooperatives in many countries have established their own training schools, often with the recognition and subsidization of the State.

Many training institutions have been obliterated by the reaction of the Industrial Revolution upon education, but Mr. Watkins feels that the gulf between liberal education and technical education is vanishing, and that this must be recognized by the cooperative organizations which have established work schools for their employees. The author also feels that there is no conflict between the system of training before employment and that of part time training during employment. Either, in his opinion, can be applied, or both combined in different industries with satisfactory results.

## V. INFORMAL TEACHING OF COOPERATION

### A. STUDY CIRCLES, DISCUSSION CLUBS, AND SIMILAR COOPERATIVE GROUPS

357. AMERICAN INSTITUTE OF COOPERATION, WASHINGTON, D. C., Student resolutions. In: American cooperation: proceedings, Washington, D. C., 1925, v. 2, pp. 689-690.  
Av. in Col., N.Y.P.L., N.Y.U.-WA.

The three resolutions, submitted by the Committee on Resolutions and unanimously adopted by the student members of the American Institute of Cooperation held at the University of Pennsylvania in August, 1925 - expressing their gratitude to those who assisted in making the first session of the American Institute of Cooperation a success - are reproduced in this extract from the proceedings.

Resolution 3 is worthy of mention in that it emphasizes that the American Institute of Cooperation has been an open forum to which every person with an interest in, or relation to Cooperation, has been invited to contribute his experience or bring his problem for solution. Since new problems are expected in the future and new solutions will be forthcoming, it was recommended at the Philadelphia convention that this Institute be made an annual event.

358. ANNALS OF COLLECTIVE ECONOMY. International institute for cooperative studies. (Edgard Milhaud, Ed., Geneva, Switz., Jan.-May, 1932, v. 3, no. 1, p. 144.)  
Av. in Col., N.Y.P.L., R.S.

An announcement is made in this article of the formation of the International Institute for Cooperative Studies, at Basel, Switzerland, on October 5-6, 1931, by Professor Charles Gide of the College de France.

The purpose of the International Institute is to bring into personal contact intellectual persons interested in the Cooperative Movement; to investigate freely and scientifically the principal questions connected with it; to collaborate with all cooperative organizations (in particular with the International Cooperative Alliance); and to encourage communications among its members.

It is declared that the Institute will not interfere with the working of the representative organizations - its activity, instead, will be purely scientific. National considerations are not to govern.

359. BENNETT, R.B., J.E. MICHAUD and OTHERS. St. Francis Xavier University's adult education and cooperative organization program receives national recognition. New York: Cooperative League of America, 1932, 3 pp.  
Mimeographed.  
Av. in Coop. L.

This pamphlet consists of four addresses delivered by members of the Canadian House of Commons relative to the development of Adult Education and the Cooperative Programs of St. Francis Xavier University at Antigonish in Nova Scotia.

The first address, by Hon. R. B. Bennett, former Prime Minister



refers to the views of the Rector of St. Francis Xavier University to the effect that the economic salvation of the Nova Scotian fishermen lies in Cooperation. Hon. J. E. Michaud, Minister of Fisheries, likewise appraises the cooperative efforts of the University as essential to raising the social and economic standards of living of the people, and he cites the encouragement given to the movement by his department. D. A. Cameron, Member from Cape Breton, states that in his "riding" (district) the Cooperative Movement has made steady progress during the last decade.

The last address, by Hon. Miss MacPhail, eulogizes the work of Dr. M. M. Coedy, Reverend J. J. Tompkins, and Professor A. B. MacDonald, all of St. Francis Xavier University, in bringing about the advancement of Nova Scotian Cooperation. Miss MacPhail, then sketches the spread of the Cooperative Movement from the initial, scattered study groups on Cooperation to present-day participation.

The progress of Cooperation in Nova Scotia is further evidenced by the steady growth in the number of cooperative educational and organizational groups. Statistics reveal nineteen lobster cooperative factories and fish plants, 18 stores and buying clubs, 45 credit unions, and 940 study groups. Further inspiration was gained from the unprecedented success of the British Canadian Cooperative at the Sydney Mines which (by 1929) had a turnover of \$1,750,000 from operations conducted during twelve months.

36. BOULLY, GEORGES. Cooperative youth. (Review of international cooperation, (International Cooperative Alliance), London, Feb., 1938, 31st. year, no. 2, pp. 69-71; Mar., no. 3, pp. 144-146; Apr., no. 4, pp. 195-197; July, no. 7, pp. 352-455.)  
Av. in N.Y.P.L.

This is a series of four articles discussing cooperative youth organizations and their functions. The first article opens with a description of an International Meeting of Young Cooperators, organized jointly by the French Cooperative Youth Organization, "Les Jeunesses Coopératistes," and the British Federation of Cooperative Youth, which was held in Paris in September, 1937. The delegates to the meeting compared notes and decided that their joint action should be continued under the auspices of an International Committee of Young Cooperators. This committee issued a manifesto inviting young people throughout the world to rally in large numbers and with enthusiasm in support of the cooperative ideal. This article gives as well a history of Les Jeunesses Coopératistes, first organized in 1928 under the title Cooperative Scholarship Holders Fellowship. Ever since its creation, its activities have been governed by the Federation of Cooperative Societies, all of their educators, and the founders of the youth section, all eager for unrestricted action and free criticism.

4 The British Federation of Cooperative Youth, described by Mr. Bouilly in the second article, is the oldest and strongest group of its kind in Europe. It works in close cooperation with Les Jeunesses Coopératistes. The British Federation was organized in 1929. Persons between 14 and 25 years of age are admitted as members. It supports the Comrades' Circles and serves as a link between them and the cooperative Movement and Party. The Executive Committee consists of a President elected for one year by the National Congress, seven delegates from the sections and a representative from the Educational Department of the Cooperative Union who supervises the Educational work as a whole. A "youth organizer" assists the Comrades' Circles, and prepares lectures, pamphlets and tracts for them. The educational work of the Circles is planned a year in advance and comprises main lectures organized with the assistance of the Education Department of



the local societies, discussions within the circle, public debates, meetings, week-end schools and summer schools. The example of Great Britain and of France is about to be imitated by a national organization of Cooperative Youth which is to be established in Belgrade, Yugoslavia.

In the third article, Mr. Bouilly discusses youth in the cooperative press. He finds that there is scarcely a national cooperative publication which does not regularly devote some columns to its youth. Many include pages of games and like amusements for the children, as, the *Coopérateur de France*. In other cases, as in the British weekly, *The Cooperative News*, or the American *Cooperative Bulletin*, the column is addressed more specifically to adolescents, and publishes information and serious study. In addition to such columns, magazines entirely devoted to young cooperators are published in some countries. In Britain are published: *Cooperative Youth*, a monthly review, the official organ of the British Federation of Cooperative Youth; the *New Pioneer*, published by the Woodcraft Folk; *Sunshine Stores*, a magazine for young children; *Our Circle*, a magazine for older children from 11 to 14 years of age. In France, there are two magazines "*L'Arc-en Ciel*" (*The Rainbow*) which has appeared for eight years, and is issued to every member of "*Les Jeunesses Coopératistes*" upon payment of his subscription to his group; "*Copain Cop*" (*The Pal's Coop*) published fortnightly, is cooperative and secular in outlook and is issued for children. Other periodicals for young cooperators are "*Trump*" (*Effort*) a fortnightly journal of Catalonian Cooperative Youth; "*Enfance*" Cooperative official organ of Belgian Children's Cooperative Societies; "*Kyodosenku*" (*Cooperative Pioneers*) a Japanese monthly journal with a circulation of 20,000; "*mlody Spółdzielca*" (*Young Cooperators*) and "*Zew*" (*the call*) are both published in Poland as also "*Cielarka Standard*" (*Rainbow Flag*) which is issued in Esperanto.

The final article which discusses the role of the cooperative in times of war is devoted to a laudatory description of the Union of Catalonian Cooperative Youth, an organization which has not only managed to continue its activities but, with the support of the Spanish Republican Government, has expanded into new fields. Mr. Bouilly concludes his series of articles with this statement concerning young cooperators throughout the world: "Convinced that a lasting peace is impossible under a capitalist system, they heartily encourage the young Catalonian cooperators to continue in the field of economic revolution and workers' education, to work for that lasting peace, both for their own country and for the world."

361. BOYLE, GEORGE M. Nova Scotia: an experiment in education. In: Year Book of agricultural cooperation, 1935, (Horace Plunkett Foundation), London, 1935, pp.140-144.  
Av. in R.S.

An account of the program of adult education to promote cooperative enterprises, as carried on by the St. Francis Xavier University of Antigonish, Nova Scotia from 1931 to 1935, and its methods of accomplishing the work through the extension department - composed of two full time professors and seven assistants - is given in this article.

This work, carried on through study clubs, is classified by Mr. G. M. Boyle as cooperative marketing of land, forest and sea products through association of primary producers; community industries, such as cooperative lobster factories, fish plants, saw mills, timber societies, etc., in which the members of the community are sharers, and through which they may either produce for the open market or for their needs; consumers' cooperative stores and buying associations to realize the benefits of organized purchasing powers

in community and in occupational groups; credit unions, as a means of financing these forms of economic folk endeavor and of promoting thrift. The Credit Union was unknown in eastern Nova Scotia before this time and it is already considered one of the most promising divisions of the entire program. Its work is centered among groups of the very poor.

The writer states that this program has aroused wide interest from the wheat fields of Alberta to Newfoundland. Numerically, the clubs increased from 379 in 1933 to 952 in 1934. Although some cooperatives had been undertaken before, not all were successful. Heretofore, the main cause being a lack of knowledge of true cooperative principles and practice. "This movement," states the author, "reviewed as a whole, may offer points of interest to the social student. It is self-help through education - it is an intellectual and moral movement."

362. BRYAN, DARWIN R. Co-op youth at work. (Ohio cooperator, (Ohio Farmer Bureau Cooperatives), Columbus, Ohio, Mar., 1941, v. 1, no. 1, p. 6.)  
Av. in Coop. L.

This article consists mainly of a code of recommendations drawn up by delegates from County Farm Bureau Cooperative Youth Councils and Adult Associations at a meeting held in Columbus, Ohio, on February 27, and 28, 1941, for use by Youth Councils in Ohio.

It is suggested that membership in the Youth Councils be available to all young people who are interested in Cooperation, and that no age limit be set. Reliance is to be placed mainly upon the study-group to carry out the educational program. Reference material is to be used, and the Ohio Farm Bureau should continue to make such material available to the Youth Councils. Farm Bureau organization relationships, social problems of youth, current events, international affairs, vocational guidance, and parliamentary principles, are topics that should be discussed during the coming year. Cooperative projects should be organized to cultivate cooperative habits.

The Conference urges also that recreation leaders be trained from among the membership of each Youth Council. Musical and dramatic activities should be developed. It is recommended that fifty per cent of the time at the Youth Council meetings be devoted to the recreational program.

363. BRYAN, DARWIN R. Cooperative youth councils of Ohio. (Consumers cooperation, (The Cooperative League of U.S.), New York, Feb., 1940, v. 26, no. 2, pp. 22-24.)  
Av. in N.Y.P.L.

Mr. Bryan describes the origin and organization of the Cooperative Youth Councils in Ohio. They are based on democratic principles and conduct their affairs by means of group action, and the adult leaders of the Ohio Farm Bureau act with them only in an advisory capacity. Their origin can be traced to the Cooperative Youth Camps organized by the Farm Bureau in 1936 for the purpose of acquainting young people with the principles of Cooperation as a way of living. Thirty such camps have been held in Ohio with some thousand persons taking advantage. Inspired by these meetings Youth Councils have been developed. In the two and one-half years of their existence, thirty-seven county-wide Councils have been organized, with over 2,000 members. They are financed and guided by the adults of the local Farm Bureaus and cooperatives.

The article continues with a first-hand report of a typical meeting, and then enunciates principles under which these Youth Councils act. These principles are: Organization is to be a means



of facilitating action and not an end in itself; committees are self selected and never appointed; matters which concern the whole group are presented to them for general discussion, and the smaller groups make a more thorough investigation whose results are reported to the general meeting; all policies are determined by the whole Council; group recreation is favored.

364. CALKINS, GILMAN, asst. editor, Ohio Farm Bureau News. Ohio builds 1940 program thru cooperative discussion. (Consumers cooperation, (The Cooperative League of U.S.), New York, Jan., 1940, v. 26, No. 1, pp. 8-9.)  
Av. in N.Y.P.L.

Mr. Calkins opens his article by saying that the custom of having some leaders draw up a plan of action which is presented to the members for a simple yes or no vote frequently prevails in the cooperatives. This is the result of the zeal of the pioneers who left nothing for the majority of the membership to do except join the organization. In the long run this custom can only be harmful and the leaders tend to lose sight of the fact that loyalty and enthusiasm can only be gained from experience gained through widespread participation of the members.

The members of the Farm Bureau Cooperative groups in Ohio decided to form their program cooperatively by employing a system of discussion groups. Five such groups were formed, one for each of the Farm Bureau "field districts." These were divided into smaller sections whose decisions were outlined before the entire group. Each district meeting sent members to a state-wide committee of 30, who passed upon the suggestions and submitted its final report to a special meeting of the board of trustees of the Ohio Farm Bureau who approved it and recommended its adoption.

Some of the planks of the platform are: employ a full-time county organization manager; have a program-planning meeting inviting all members; publish the county program; manufacture more commodities, start medical projects; undertake cooperative banking; and have the state organization set up a training system of society employees.

365. COOLEY, OSCAR, Ed. of the Cooperative builder. Cooperative reading clubs. (Consumers cooperation, (The Cooperative League of U.S.), New York, Sept., 1940, v. 26, no. 9, pp. 137-138.)  
Av. in N.Y.P.L.

The Educational Committee of the People's Cooperative Society, Superior, Wisconsin, started a programme of reading clubs in 1938. The programme has two objectives - to provide an enjoyable activity which members could carry on cooperatively and thus increase the solidarity of the groups; to increase the reading of books on Cooperation. Each member contributed the average price of a book, and books circulate according to a regular schedule so arranged that at the fixed term, every member has read all the books. At the final meeting the books are distributed among the members, and a discussion follows. Members need not confine themselves to works on Cooperation, but may purchase "best sellers" and favorite classics.

366. COOPERATIVE BUILDER. Co-op college on air again: plans radio discussion circles. (Cooperative Publishing Association, Superior, Wis., Jan., 1938, v. 13, no. 5, p. 8.)  
Av. in N.Y.P.L.

An announcement by Lionel Perkins, Registrar of the Cooperative



College, of New York City, discloses a change in the time of the Thursday night broadcasts over station WEVD. These programs, it is stated, are to be resumed for a 4-week trial period, starting February 3, 1938 at 10:30 p.m.

In connection with this new series, a preliminary fifteen minute broadcast is to go on the air at 8:45 p.m. This plan is to allow the ensuing hour and a half for discussion groups to take over the items broadcast and to phone in questions which will be answered at the 10:30 broadcast. Questions may also be sent in by mail to the station or to the offices of the Cooperative League.

Cooperators in the territory covered by the Eastern Cooperative League are urged to form discussion circles of six to ten members to participate in these programs.

367. COOPERATIVE LEAGUE OF THE UNITED STATES, NEW YORK. How St. Francis Xavier university educates for action: the story of the remarkable results achieved by the Extension Department of St. Francis Xavier university, Antigonish, Nova Scotia. New York, circa 1935. 51 pp. With diagrs., tables. (publ. no. 355.) Part of material reprinted from: Catholic University and Catholic Educational Press; Journal of Adult Education, April, 1935; Commonwealth, May 4, 1935; Halifax Herald, Sept. 10, 1935. Av. in N.Y.P.L.

Contents: Foreword -- M. M. Coady - p. 4; I. - The Technique of Democracy, Rev. J.J. Tompkins - 5; II. St. Francis Xavier University's Extension Department, Rev. Malcolm Mc Lellan - 7; III. The Men of Antigonish, Dr. Gustav Francis Beck - 20; IV. A Maritime Miracle, Prof. King Gordon - 29; V. Universities Fail to Help Citizenry Solve Its Problems, Evelyn S. Tufts, - 35; VI. Why and How St. Francis Xavier University Promotes Cooperatives, Dr. M.M. Coady - 42; VII. Accomplishments of St. Francis Xavier University Extension Department from its Inception in 1930 to 1935 - 46.

A concise picture of the adult education program carried on by the Extension Department of St. Francis Xavier University, Antigonish Nova Scotia, and its various educational facilities, as appraised by the respective authors, comprise the text of this booklet.

The educational program, founded upon the basic idea that adult education is the mobilization of the spiritual and intellectual forces of the people for the purpose of attacking the problems confronting them, is disseminated through study clubs, educational rallies, special courses for leaders and general and regional conferences. That the officers of the Department have addressed over 500 meetings with a total attendance of approximately 25,000 persons, is announced.

Besides the customary subjects as Business English, Business Arithmetic, Bookkeeping, Economics, and kindred subjects, there are discussions on the principles and methods of cooperative buying and marketing, cooperative finance and cooperative industry. The University has, more or less, confined its educational program in adult training to the cooperative needs of the community of the people of Eastern Nova Scotia which has led to the successful establishment of consumers, producers and credit societies.

The story of the economic rejuvenation of Dover, and similar projects for teaching beginners of the Nova Scotia maritime parishes the value of cooperative actions, is related by contributors.

The original outline of the Extension Department (compiled at the inception of the Department) is included, and also tables showing the number of cooperatives organized by the University from 1932 to 1935 inclusive, covering cooperative stores, lobster factories, fish plants, and credit unions.

368. COOPERATIVE NEWS. Cooperation should encourage youth organization or lose potential strength. (Cooperative Press, Ltd., Manchester, Eng., Apr., 1935, no. 831, n.s., p. 2.)  
Av. in N.Y.P.L.

Herein, it is observed that the organization of youth is one of the few activities in which the Cooperative Movement has failed to make progress. The British Federation of Cooperative Youth and the Comrades' Circles have done much, but there still remains much to be accomplished. Increased activity is called for in building cooperative youth organizations, whose relatively few members are handicapped by ignorance of cooperative history, principles and ideals.

The recruiting and education of future cooperative members should be as important as the creation of reserves to finance future developments, states the commentator.

369. COOPERATIVE NEWS. Cooperation's mild revolution in Nova Scotia. (Cooperative Press, Ltd., Manchester, Eng., Aug. 7, 1937, no. 953, n.s., p. 2)  
Av. in N.Y.P.L.

The cooperative education efforts of the Extension Department of St. Francis Xavier University, at Antigonish, Nova Scotia, for the paramount purpose of bringing the ideas of Cooperation (for example, consumers' marketing and producing) to impoverished wage-earners, fishermen and farmers are summarized by Professor A.A. MacDonald, who is the delegate to the British Cooperative Congress.

A decrease in manufacturing, exporting, agriculture, and lumber industries in the province resulted in the migration of people between 15 and 30 years of age to the United States and other parts of Canada.

The Extension Department emphasizes cooperative education through group activity rather than through individual effort. They have groups formed of 9 to 15 members; each selects a leader and meets weekly. Monthly meetings of the combined clubs are held, at which time ideas are exchanged and suggestions and plans offered. Bulletins are used relating to farmers, fishermen, wage-earners and those who want cooperative stores - clubs are formed for women. The principles and methods of cooperative buying, marketing, finance and industry are studied; the women's groups knit, weave and spin. The active interest of the populace is indicated by the four thousand members enrolled in 1939.

The good effects obtained from these efforts are clearly shown by the 27 credit unions formed, the 12 cooperative lobster factories, the 5 fish-processing plants, the 2 cooperative stores, the 10 marketing agencies, the 10 buying clubs, and the 5 handicraft guilds. The success of the recently established fishermen's marketing and buying cooperative at Dover, Nova Scotia, has been attributed to the influence of the educational work of the University at outlying points.

370. COOPERATIVE REVIEW. Study circles. (Cooperative Union, Ltd., Manchester, Eng., Dec., 1936, v. 10, no. 12, pp. 374-375.)  
Av. in R.S.

Published at the close of 1936, this article comments upon significant points brought forward in discussions of the organization of cooperative study circles described in the national cooperative journals of several countries. It goes on to discuss the system as it operates in Sweden, a pioneer nation.

It is stated that "a study circle movement, similar to that in Sweden, might well prove the means of drawing in the younger genera-

tion. It would be necessary to have two types of study circles, one to be technical, for officials and employees, mainly on subjects relating to consumer societies. But, apart from technical circles, especially adopted for employees, circles must also be arranged on more popular lines for the rank and file, especially the younger generation from whom the future committee-men will have to be recruited."

The social value as well as the economic advantage of cooperative education are emphasized, and cooperators are admonished that "any serious attack on the state, on arbitrary legislation, can only be successful if members are deeply aware of the import of anti-coop-cooperative influence."

The official organ of the Swiss Cooperative Union, the "Union Suisse des Sociétés de Consommation," is now assisting that organization in establishing study circles in all parts of the country.

371. COOPERATIVE SELF-HELP. General school established. (Federal Emergency Relief Administration, Washington, D.C., 1934, v. 1, no. 3, p. 21.)  
Av. in N.Y.P.L.

It is stated herein that a general school had been established by a Western self-help cooperative for the announced purposes of:

- (1) Re-educating its members into the new way of life.
- (2) Standing ready to assert executive authority in a state of emergency arising out of breakdown of self management.
- (3) Being wholly responsible for all writing and publishing undertaken by the group.

The item points out that classes, held daily and nightly, are conducted in a novel manner. There is no teacher, and there are no books. A group sits in a circle of not more than 25 persons at any one time. Among them is a leader from the General School. He listens to what others have to say, and leads the discussion back to the outline of the course.

The three main courses, are "How to Organize Functions," "How to Act as a Leader," and an advanced course, which includes a number of subjects which leaders of self-help cooperatives cannot ignore. Later, it is planned to give certificates of graduation to students who complete and qualify in the three main courses.

372. COOPERATIVE UNION, LTD., MANCHESTER, ENG. The organisation of junior cooperators: statements and scheme of organisation. Manchester: Central Education Committee, 1920, 8 pp. With bibl.  
Av. in Coop. L.

The Central Education Committee of the Cooperative Union, Ltd., England, recognizing the need not only of instruction in the principles of association but also the necessity of providing a cooperative atmosphere for the young people in their hours of play and of formal instruction, formulated a scheme for work among young cooperators, enlisting the interest of educational committees of other groups.

The plan proposes the organization of Children's Cooperative Comrade's Guilds for young people 15 years to 20 or 21 years of age. It also suggests that the number of Junior Choirs be very considerably increased.

Any child of either sex, whether a child of a cooperator or not would be eligible for membership.

Accordingly, the plan would provide completely for young cooperators from the time they are old enough to begin cooperative activities



until they are old enough to join the Men's and Women's Guilds at 18 or 21 years of age, thus preventing the leakage between junior and senior organizations which has occurred in the past.

It is pointed out that the children's circles and comrades' guilds would be looked upon as educational, recreative, and social in character, but that the work of both organizations should be principally recreative and social, and only incidentally and informally educational in the narrower sense.

373. COOPERATOR, Dr. William King, Ed. Education-management-conclusion. (Brighton, Eng., Aug. 1830, no.28, pp. 1-4.)  
Reprinted in the book by Dr. William King and the Cooperator, 1828-30, edited with introduction and notes by T.W. Mercer, Manchester Cooperative Union, Ltd., 1922, pp. 109-112.  
Av. in Col.

Dr. William King emphasizes the need of education in order to insure the successful application of cooperative principles. He favors the teaching of cooperative principles through theoretical and practical instruction, and he cites the activities of Mr. Fellenberg of Switzerland, who, for over thirty years, has been educating the workmen on his farm in Switzerland. The workmen are taught while they are actually performing their work; and their children are taught various trades, paying their school expenses through work done in connection with their classes. Cooperatives should supplement this principle of connecting work with education by insisting on good management, buying on a cash basis, and adopting an accurate system of accounts.

In concluding, Dr. King mentions that as a direct result of the publication of these principles in the "Cooperator," this experiment is being tested by upwards of three hundred societies, the results of which "cannot but be interesting and instructive, whether they prove or disprove the practicability of the system."

374. EDISON, D.E., secretary, Farmers Grain Dealers Association, Fort Dodge, Iowa. Co-op sponsors rural youth contest on need for co-op. (News for farmer cooperatives, (U. S. Farm Credit Administration), Washington, D. C., Sept., 1939, v.6, no.6, pp.13-20.)  
Av. in N.Y.P.L.

The Farmers Grain Dealers Association of Fort Dodge, Iowa, is sponsoring a discussion contest for rural youth. The topic is: The need for cooperative organizations in Iowa agriculture. The discussion may cover any phase of the Cooperative Movement. It is open to every farm boy or girl in the State under 20 years of age on July 1, 1940, whose education has gone beyond high school.

The contest will take the form of talks of 12 minutes each, to be delivered by the contestants before cooperative gatherings. Each talk is to be followed by a period of 5 minutes for questioning by the judges. There are to be preliminary elimination contests before the holding of the final one at the Association's Annual State Convention. Prizes are to be offered the successful contestants. A broad understanding of cooperative principles would emphasize the future of the Cooperative Movement rather than accomplishments. This idea must be expressed in the talk of each contestant.

As material for the contestants to choose from, the writer closes with a brief outline of Cooperation today in Iowa: volume of business, number of cooperatives, capital invested, etc. In addition, the Research and Service Division of the Farm Credit Administration is making available to the contestants some of its

publications on Cooperation. The manner in which the contest is being run is an indication of the effort which the Iowa cooperators are making to be strictly practical in their educational program.

375. EDUCATION DEPARTMENT, COOPERATIVE UNION, LTD., MANCHESTER, ENG.  
Educational holidays for young cooperators: season 1937. Manchester,  
 1937. 8 pp.  
 Av. in Coop. L.

Cooperative summer schools have been formed in England for the special education of young cooperators. Separated into junior and adolescent groups, these schools combine education with relaxation for students ranging from 13 to 17 years of age in the junior division, and from 17 to 24 years in the adolescent section.

Under the guidance of the Cooperative Union, these vacation schools are designed to deepen the interest of the young people in the Cooperative Movement. During trips and excursions, many informal lessons are taught. It is a combination of holiday and learning which the young people enjoy immensely.

The brochure describes locations, regulations, rates for attendance, "time tables," and other details concerned with the experimental summer training.

376. EDWARDS, ELLEN. New trails in cooperative education. (Consumers cooperation, (The Cooperative League of U.S.), New York, May, 1940, v. 26, no. 5, pp.72-73.)  
 Av. in N.Y.P.L.

The article describes the American Youth Hostels, saying that the spirit of hosteling is also the spirit of Cooperation, as the members learn to do simple things which tend to develop responsibility. For this reason cooperative youth groups are adopting the idea, and quite a number of the cooperative houses on the college campuses are also youth hostels.

377. FOWLER, BERTRAM B. A University teaches democracy. (Consumers cooperation, (Cooperative League of U. S.), New York, June, 1937, v. 23, no. 6, pp. 84-87.)  
 Av. in Col., N.Y.U.-WA.

In discussing the Cooperative Movement in Nova Scotia, which has largely been developed under the direction of St. Francis Xavier University at Antigonish, the author states "that for vitality and activity it can hardly be duplicated on the North American continent." The University teaches the philosophy of action of the primary producer, the farmer and the fisherman, in conjunction with the consumers they serve. By this teaching, the University has been able to break down the barrier between organized miners and unorganized farmers and fishermen. "So well was educational work done that today the communist agitators in town after town have become the leaders in a constructive cooperative program."

On Prince Edward Island, the adult educational program, patterned on that of the University, has made the whole Island one cooperative community, with fishermen, farmers, and townspeople welded together in intelligence and democracy, with Cooperation (both producer and consumer) as the cement of society. The writer, who spent several weeks in Eastern Canada studying the extension work of the University, believes that the spirit of Cooperation which has been aroused by

the University can sweep the country under suitable leadership.

Cooperative leaders are urged to visit Nova Scotia and study at first hand the theories and work accomplished in case of the "remade communities" through St. Francis Xavier inspiration.

378. GORDON, Prof. J. KING. Nova Scotia sees a great light. In: How St. Francis Xavier University educates for action... (The Cooperative League of U. S.), New York, circa 1935, pp. 26-38. Reprinted from the Christian Century, May 27, 1936. Av. in N.Y.P.L.

This article describes the impressions of Professor Gordon on his visit to Nova Scotia where he saw the adult education movement started by a few priests and University professors who saw in Cooperation the only solution to the distressed and hopeless situation of the communities they lived in. Hugh MacPherson, Dr. James Tompkins and Dr. MacDonald were the early pioneers who brought cultural and economic transformation to this backward section of the country.

The work started with study clubs where the people learned the values of Cooperation. Then came the lobster cooperative through which the fisherman marketed their products, then the cooperative lobster cannery, the cooperative store and finally the credit union which helped the fishermen during their slack seasons. All were instrumental in raising the economic standard of the people in Nova Scotia.

There were a few charts showing various types of cooperatives established during the period 1931-35 and the general development of Cooperation in this region which was once in economic distress and now has a new standard of living, a new spirit and hope.

379. a GUILDMAN(pseud). Educational work of the cooperative guild. In: British cooperation today, (British Cooperative Union), Manchester, Eng., 1934, pp. 184-188. With illus. Av. in Coop.L.

The author feels that "no survey of British Cooperation would be complete without reviewing the educational work of the Cooperative Guilds in the British Isles." In his opinion, this work has proven especially valuable in promoting cooperative principles.

He names the six distinct guild organizations that exist, stressing the activities of the British Federation of Cooperative Youth and the Woodcraft Folk (outdoor organizations) and in his discussion of them he gives the membership, the number of branches, their functions, what they advocate, the services they perform, how they are supported and the outstanding educational work that they are doing. He further points out the relation of all Guilds with the Cooperative Union and leading wholesale societies and states the Cooperative policy has been considerably influenced by the existence of these bodies.

These auxiliary organizations (the Guilds) have been significant in training cooperative leaders, maintaining a true spirit of cooperative fellowship and high educational standards, and bringing together the keenest, most loyal and active cooperators, thereby performing their missions in an efficient manner.

380. HAINSWORTH, A., propagandist agent and organizer, Metropolitan area of the Cooperative union. The organization of public meetings. Manchester, Eng.: Cooperative Union, Ltd., 1919. 8 pp. Av. in N.Y.P.L.

Public meetings and their organization under cooperative auspices



as a means of effective propaganda, is the subject of this pamphlet, whose author is a propagandist agent.

He suggests that the best hall be obtained for a lecture, the best authority on cooperatives be presented, that the meetings be punctual, free of charge, not too long, and that posters for advertising the meeting be displayed in prominent positions. A follow-up should be made of people who receive invitations to attend meetings as guests.

31. JOHANSSON, ALBIN, pres. Kooperativa förbundet, Stockholm, Sweden. How Swedish cooperatives educate the people. (The Journal of The National education association of the United States, Washington, D. C., Nov., 1938, v. 27, no. 8, p. 250.)  
Av. in Col., N.Y.U.-WA.

The two absolutely essential factors necessary for the successful operation of consumer cooperative enterprises, writes Albin Johansson of Sweden, are knowledge and capital. Sweden has recognized this fact, and even though all of her citizens can become members, irrespective of religion, occupation or political affiliation, she requires them to acquire economic knowledge by study, and capital by systematic savings.

Sweden realizes that ability to manage business is equally important, and to this end study circles have been organized where courses for training employees and directors are offered. Members have been educated to buy for cash only, and as a result most credit business has been eliminated, thus giving a firmer foundation to the cooperative enterprises.

The writer (its president) reviews the activities of the Kooperativa Förbundet, a long-established federated organization of the retail cooperatives in Sweden. It has successfully broken the power of monopolies and it even "tells monopolies what is a just price." "It acts as a yardstick for private business," says Mr. Johansson. Examples are given of how the Kooperativa Förbundet caused a reduction in linoleum prices and organized to produce electric lamp bulbs, thereby increasing employment and at the same time lowering the prices of food and household goods in Scandinavia.

32. KEEN, GEORGE. Cooperative education. In: Report of proceedings of the first American cooperative Convention at Springfield, Ill., Sept., 1918, (Cooperative League of America), New York, 1919, pp. 104-106.  
Av. in Col., N.Y.P.L.

The author, who is identified with the Cooperative Movement in Ontario, Canada, outlines briefly the differences in the activities of the guilds established among its women and the guilds connected with the British movement. He notes the few women delegates at Canadian conventions, and the general indifference among the men concerning the use of the women's time and energy in the development of their program. He points out their accomplishments in applying cooperative principles to communities in and outside of the Movement in Canada, and he maintains that a far-seeing management, in a cooperative society, should be interested in getting the women organized into women's clubs.

Mention is made of the work of the Women's Cooperative Guild in Great Britain, and the author suggests that committees of cooperative societies everywhere write to Miss Margaret Davis, director of the Guild, for literature on the Movement that might prove helpful in other parts of the world.

383. LOGAN, S.R., assoc. supt. of schools, principal, Skokie Junior high school, Winnetka, Ill. Learning economic responsibility at Skokie junior high school. (Consumers cooperation, (The Cooperative League of U.S.), New York, June, 1940, v. 26, no. 6, pp. 84-87.)  
Av. in N.Y.P.L.

Mr. Logan writes an amusing account of the various business enterprises undertaken by the students of the Skokie Junior High School. They include: a store for school supplies, now cooperative, with an average turnover of \$16 a week; a private livestock corporation, which raises rabbits, chickens, and white rats, and is contemplating the addition of lizards or horned toads; a tropical fish firm, which is now liquidated; a publicly owned bureau of bees; a printing department; a credit union whose maximum loan is \$1.50; a mutual insurance company, which insures against breaking dishes in the cafeteria; and a conservation authority. Teachers, as well as children, take an active and friendly part in one or another of these enterprises, and the pupils receive education as well as amusement from their participation in these organizations.

384. LUND, RAGNAR. Cooperative correspondence tuition in Sweden. Stockholm, Sweden: Brevskolan Kooperativa Forbundets Korrespondensskola, 1937. 15 pp. With illus.  
Av. in Coop. L.

Many of the Swedish cooperative correspondence courses are used as a basis for the instruction of cooperative staffs, as well as for the instruction of members. The courses form the basis of a special kind of study circle, organized by and within the cooperative societies. With the passage of time, however, the principle of the cooperative school has been adopted more and more by other organizations, such as adult education associations, young people's associations, trade unions and temperance societies.

The Kooperativa Forbundets Korrespondensskola (a phase of the Cooperative Union's educational activities) was formed in 1919, and the school is now situated in the Union's main building in Stadsgarden, Stockholm. The school, which has given instruction for some years in technical subjects such as electro-technique, building and mechanics, is concerned with individual as well as group correspondence courses.

An interesting feature of the Swedish cooperative correspondence courses is the study circle. It consists of several persons who meet without a teacher once a week or fortnight in order to study a subject chosen from the material provided by the correspondence courses. A leader is appointed from the members.

Numerous photographs picture the students of the Kooperativa Forbundets Korrespondensskola and the study circles.

385. LYNCH, A.D., secretary-manager, Sanitary milk producers, St. Louis, Mo. Opportunities for educational work in annual and local meetings. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D.C., 1937, pp. 241-245.  
Av. in Col., N.Y.P.L., N.Y.U.-WA.

Excellent opportunities for the dissemination of the two important phases of cooperative education - information for individual members and education of leaders in order that they may perform their functions more effectually - are provided by the annual and local meetings of association groups.

Local meetings present the best opportunity to communicate commodity information, market facts, progress, and problems to the membership. Presentation of this material should be full, frank, and



truthful, omitting no pertinent facts concerning the operation of the organization. The annual meetings should be utilized in discussing problems as a whole and in promoting enthusiasm among the membership.

386. MACDONALD, EDGAR, secretary Sydney Cooperative Societies, Ltd. Study clubs and cooperative action. (Canadian cooperator, (Cooperative Union of Canada), Ont., Jan., 1937, v. 28, no. 1, pp. 8-10.)  
Av. in N.Y.P.L.

This article is a review of the work done in 1936 by the Sydney Associated Study Clubs. A successful year is reported - foremost of the achievements being the promotion of the Sydney Cooperative Society of Nova Scotia.

Preliminary discussions in the fall of 1935, and a general survey in the spring of 1936, with the forming of a provisional committee of organization, led to the opening on August 6th of the Ashby store. The Provisional Committee directed operations until December 9, 1936, when a permanent board elected by the members assumed control. Statistics of this consumers' cooperative are quoted.

The study clubs have been sponsored as a disinterested public service by the Saint Francis Xavier University. Through the discussions held in the study clubs, members learn that the people, as consumers, have the power in their hands to fashion their own social and economic destinies. To bring this power to fruition, the people must educate themselves concerning the facilities which their common needs and usages have created.

Study club work is intimately connected with credit union organization and development. Mr. MacDonald regards the credit union as the basic unit of the cooperative financial scheme and the backbone of the whole cooperative program. He gives statistics to show the progress of the five credit unions in the Sydney area.

The work of the study club in establishing a cooperative people's library is described. Financial support was obtained from the Extension Department of St. Francis Xavier University, from each of the subscribing study clubs, from the educational funds of two Sydney credit unions, and from the Cooperative Union. Future plans of the study club are outlined. The secretary gives credit to the British Canadian Cooperative Society and the Sydney Mines for assistance rendered in making these contacts and exchanges. The New Waterford Cooperative, which gave beneficial advice and other help, also received appropriate recognition.

387. MACLELLAN, Rev. MALCOLM. St. Francis Xavier University's extension department. In: How St. Francis Xavier University educates for action..., (Cooperative League of the U.S.), New York, circa 1935, pp. 6-14.  
Av. in N.Y.P.L.

The chief industries of Nova Scotia are agriculture, fishing, mining, lumbering and manufacturing. As a result of a Federal tariff policy which discourages manufacturing and forces the province to import what it is actually well equipped to produce itself, Nova Scotia became the poorest province in the Dominion of Canada, with the cost of living the highest, and the per capita buying power the lowest, in the Federation.

The authorities of St. Francis Xavier University at Antigonish, aiming to improve the cultural and economic life of the whole constituency, decided to try to mitigate the people's plight by teaching them to help themselves. The Extension Department was formed in



1930. Lectures were given at mass meetings outlining the difficulties in the way and emphasizing "the superiority of intelligent and informed activity over unenlightened and ignorant grappling with problems." The study club, says the author, "is the fulcrum used by the operators of this educational lever to raise the general status of the people." The University supplied a bulletin and study matter. The chief subjects studied were the principles and methods of cooperative buying and marketing, cooperative finance and industry.

The women's group are bringing about a revival in rural handicrafts, and for several years a school has been conducted for cooperative leaders to serve in outlying areas.

Among reasons why the University has had such remarkable success with its program in Nova Scotia is, according to Rev. MacLellan, that it emphasizes mutual help through self-help and education and the intellectual and moral application of the principles taught. The homogeneity of the population is supplemented by diocesan unity and solidarity. The economic plight of the people is offset by an idealism that survives all impediments. The capable leadership and enthusiasm of the sponsors of the movement counted for much, as did the intelligent program of study. Finally, the cooperation of all groups (irrespective of religious affiliation) was the dominating factor in Nova Scotia's emergence from the economic shadows.

388. MICKELSON, U. New cooperative youth league organized in Marquette. (Cooperative builder, (Central Cooperative Wholesale), Superior, Wis., Dec., 1933, v.8, no.23, p. 6.)  
Av. in N.Y.P.L.

In 1933, a new attempt was made in Marquette, Michigan, to organize a Youth League, since the first effort along these lines made in 1932 had not been a success. The organizational meeting was held on October 25th, and all the necessary officers and educational entertainment committees were elected. In conjunction with the League, the Marquette "Toive" athletic club is to be reorganized, which will cooperate with the League in providing entertainment and sports events for the league members and their friends.

The writer stresses the necessity for all the young people of the community to join the League, pointing out that only by association and education can be ever increasing number of people be taught the value of Cooperation and be shown the part it is expected to play in helping to bring more equitable readjustment to the present economic disorder.

389. OHIO FARM BUREAU, EDUCATION DEPARTMENT. Cooperative discussion circles: a guide book on the organization and leadership of discussion groups. Columbus, Ohio, n.d. 24 pp. With bibl., charts.  
Av. in Coop.L.

Contents: I. Making Use of this Guide - p. 4; II. The Need of Cooperative Discussion Circles - 6; III. The Leader of Cooperative Discussion Circles - 8; IV. How a Typical Group Thinks - 13; V. The Organization of Cooperative Discussion Circles - 14; VI. Conducting the Meetings - 15; VII. The Place of Cooperative Recreation in the Program - 19; VIII. Selected Readings on Cooperative Discussion - 20; IX. Radio Discussion Circles - 23. Bibliography - 24.

Mr. Carl R. Hutchinson begins this booklet with a brief introduction entitled "Making Use of this Guide." In it he says that the purpose of the publication is to present the tested methods of achieving cooperative action through group thinking. He gives five advan-

tages of the discussion method: it offers opportunity for wide participation; it arouses mental activity by shared discussion; it prepares the way for group planning and group action; it closely associates learning and doing; it provides the best possible training for the development of leaders. He notes that the discussion circle has been thoroughly tried and proved in Sweden. The Educational Department of the Ohio Farm Bureau will provide the following services for such groups: it will help in planning courses; it will furnish lesson material at nominal cost; and it will offer key questions to the various groups for discussion.

The booklet continues with a description of the various types of leaders who may be placed at the head of the discussion group. The cooperative type of leader favored by the writer may be one of two types: the "give and take type," or the "circular type." In any case, he must be as one of the group. He is to keep his own ideas in the background but must help others to arrive at their own conclusions.

Small groups are considered more efficient than large, and if there is a large attendance, the assembly can be divided into smaller groups for cooperative discussion. The leaders of these groups are to come together after each session to exchange experiences and prepare for future meetings. It is emphasized that a cooperative discussion circle must become affiliated with a central organization before it can be considered complete. During the meetings the following steps of procedure are taken: the situation is presented; the problem is discussed; a proposed plan is offered; the programme of action is decided upon.

The place of cooperative recreation is emphasized. Group singing, folk games, and other activities that are non-competitive, democratic, cultural and educational in character are favored. Quotations concerning cooperative education in Sweden are given, as well as a brief survey of the radio discussion circles both in the United States and on the British Broadcasting Corporation network.

390. REEVES, FLOYD W. The Youth problem: a challenge to democracy. In: Proceedings of the National conference of social work, selected papers, sixty-seventh annual conference, Grand Rapids, Mich., May-June, 1940, New York, 1940, pp. 71-83.  
Av. in R.S.

In a discussion on the unemployment situation as it is affecting the youth of the day in a "challenge to democracy," a reference to Cooperation is made when Mr. Reeves advocates group discussions sponsored by professional and lay organizations, to study the problem, devise remedies, and make recommendations to the authorities.

391. ROBINSON, J.L. Using a local cooperative as source material for teaching. Washington, D.C.: U.S. Farm Credit Administration, circa 1939. 9 pp. With table. (Ser.: You and Your Co-op., cir. E-25.)  
Av. in Coop. L.

This booklet is one of a series entitled "You and Your Co-op," and is preceded by an introduction by Tom G. Stitts, Chief Cooperative Research and Service Division, which outlines the method for using the series as a whole. This pamphlet gives a brief outline of a plan for visiting local cooperatives as a means of teaching farmers the value of a cooperative society and its methods of operation.

It is the responsibility of the leader of the group to select a cooperative in the neighborhood whose type of business is familiar to the



group and which is large enough, and successful enough, to make the study of it advantageous to the group. The leader must also make arrangements with the manager of the cooperative concerning the instruction that the latter will offer the group. An outline that may be presented by the manager is given under six main headings: organization of the cooperative; the physical facilities of the cooperative; the cooperative's membership and personnel; the business of the cooperative; relationship of the cooperative; accomplishments of the cooperative.

Mr. Robinson suggests that the group be prepared for the visit by making a preliminary study of cooperative business. To do this, it is suggested that various governmental and state pamphlets may be used to advantage. Particular attention should also be given to the other three forms of private business, individual, partnership, and corporate, and a table of comparison is included in the book for this purpose.

While at the cooperative, the physical features of the business should not be emphasized, although they enable the group to visualize the operations of the society. More attention should be given to the operation of the society as a cooperative institution, and it is this aspect which should be particularly stressed by the manager.

When the visit is over, the group should meet to analyze and discuss what they have seen and heard of the cooperative. Visits to other societies may be undertaken, and books and governmental pamphlets on agricultural cooperatives should be referred to.

Mr. Robinson then enters into further comparison of private businesses and cooperatives. In this comparison he gives some primary facts concerning cooperative organizations, how they usually incorporate under State or Federal laws, how, like other businesses, they obtain capital from the sale of stock; but, unlike them, limit the payment upon capital. He describes, very briefly, the function of officers of the cooperatives, the methods they use for borrowing and repayment, and the reasons why a cooperative gives greater returns to its members than a private business does to its purchasers.

392. ST. FRANCIS XAVIER UNIVERSITY, EXTENSION DEPARTMENT, ANTIGONISH, NOVA SCOTIA. The Study club way of adult learning. With foreword by Zita O'Hearn. Antigonish, circa 1939. 19 pp. With illus. Av. in Coop. L.

This booklet opens with a long quotation taken from an editorial by Dr. M.M. Coady in the Extension Bulletin of St. Francis Xavier University which emphasizes how important it is for an adult to continue his education in order to improve his world. This statement gains in significance now that there is war. It is more important than ever, the booklet says, that the ordinary citizen continue in his daily tasks. The aim of adult study has been to improve the condition both of the individual and of the nation. Moreover, such education prevents disorganization of the people, prevents exploitation and profiteering, and enables the public to keep up with the changes in the world.

The University has found the study clubs to be the most successful instrument of adult education, and favors clubs which operate under these rules: not more than twelve members; place, frequency, and duration of meetings to depend upon the reasonable wishes of each member; and there must be a leader at the head of each group. Five requirements for the leader are given. He is not to be a teacher and need not be especially trained. He must have more than an average share of enthusiasm and persistence. He plans the meeting. He draws out the reticent and subdues the overtalkative member. He arranges for study material.



The booklet then gives nine general suggestions for courses of study primarily intended for communities where no previous study club work has been done. It is suggested that the first meetings be devoted to an investigation of the study club itself. The proposed courses are: the Credit Union; Consumers' Cooperation; Cooperative Stores; Housing, Marketing, Factory, Wholesale, Medicine, Insurance, and Burial Associations; Scientific and Progressive Agriculture; Fundamentals of Economics; Current Social Movements; Consumer Goods; the St. Francis Xavier Adult Education Movement; and Cultural Activities. Brief descriptions are given of each of these courses, and the list is followed by suggestions for conducting the study. It is noted that the formation of separate study clubs for women is not encouraged unless the women are members of a mixed club as well.

Because all the study clubs in a community have common interests, and because of their unifying effect upon a community, associated study clubs are formed comprising all the leaders' groups in a given area. Such a club should have a President, Secretary, and an Executive Committee of three. The meetings are partly businesslike and partly social and take the form of a planned community gathering. It is suggested that members of such associated clubs may unite once or twice a year to stage a rally.

Another portion of the booklet is devoted to explaining the purpose of the proposed Provincial Educational Board. It was found that although the cooperatives have been putting money aside for educational purposes, the funds were either not expended or used in an ineffective manner. The proposed Board is to be composed of a representative from the Cooperative Wholesale, the Nova Scotia Credit Union League, the United Maritime Fishermen, the United Mine Workers, and the Extension Department of St. Francis Xavier University. It will receive and administer the educational moneys of all cooperatives. Central Educational Councils will be formed, and there are to be local educational councils in each of the communities. The chief duties of the latter will be to organize and direct study clubs in the communities, to arrange for associated study club rallies to keep in contact with the Extension Department of St. Francis Xavier, and to appoint from its membership a representative to act on the district cooperative council.

393, UNIVERSITY OF SASKATCHEWAN, EXTENSION DEPARTMENT. An outline of service to study groups. Saskatoon, Sask., Can. 1940. 11 pp. Av. in Coop. L.

This is an outline of 18 courses which have been prepared by the University of Saskatchewan for the use of study groups. Four of these courses, numbers five to eight, concern themselves with various phases of Cooperation.

The booklet opens with a brief sketch of the study group, its methods of procedure, and its advantages. The remainder of the book is devoted to a summary of the lectures offered. They are as follows: Democracy; the Science of Government; Canada, 1867-1940; International Affairs; Cooperation; Consumer Cooperatives and Organizing the Consumer; the Producer Cooperative Movement; Credit Unions; General Economics, Money and Banking; Social Planning; Community Problems; Child Psychology; General Agriculture; Canadian Farm Problems; Drama; Reading Courses; Reading Courses in American and English Literature.

The course on Cooperation was prepared by the Workers' Educational Association. It gives a general history of the Cooperative Movement, its aims and principles, and is divided into two major topics. The course on consumer cooperation was also prepared by the Workers' Educational Association, supplemented by information on consumer coop-

eration in Saskatchewan prepared by B.N. Arnason of the Cooperation and Markets Branch, Regina.

Members of producers' cooperatives prepared the material for the course on the producer cooperative movement. This course is composed of eight topics, four of which are concerned with the movement in Canada, and three of these more specifically with Western Canada. The course on credit unions was prepared by the Workers' Educational Association, supplemented by information on credit unions and credit Union legislation in Saskatchewan prepared by Mr. Arnason. In a note to this series of courses, the Extension Department recommends the Canadian Broadcasting Corporation's booklet, "Enquiry into Cooperatives," which contains a series of nine discussions between prominent Canadians on economic and social aspects of Cooperation in Canada.

394. WARBASSE, J.P. Cooperative education. Third edition. New York: The Cooperative League of U.S., 1938. 20 pp. With bibl. Av. in Coop. L.

Dr. Warbasse begins his booklet by giving the five fundamental principles of Cooperation, together with five rules of "Advisable Policy." He then states that the Cooperative Movement is not organized merely to save money for its members. Its purpose is to have the people enter more and more into the fields now occupied by profit making business until they can supply and produce for themselves the things which they, as consumers, need.

Before a cooperative is started, the organizers should have carried on a study of Cooperation for at least six months. Small study groups of less than fifteen members are considered best for this purpose, and their value has been proved in Sweden and in Nova Scotia. Material for such groups may be obtained from the Cooperative League. Dr. Warbasse favors basing the study upon questions, which should be subdivided into the following parts: a statement of the general question with the necessary explanations; a series of questions which stimulate discussion and keep the thought of the group in a definite channel; a group question which reflects the thinking of the group. Other methods may be used, but in all cases authoritative knowledge should be in the form of printed material, and no person with superior knowledge should dominate the group.

Every cooperative should be regarded as an educational institution and should have an educational department. The organizers should be trained in Cooperation before the society is opened. The people should be given full and accurate information before the organization is started.

The most important committee in the organized cooperative society, next to the board of directors, is the educational committee, which should consist of at least five members. The first duty of this committee is to educate itself. This group should meet regularly, outlining its work and dividing its responsibilities by appointing sub-committees. A large society should appoint an Educational Director, who is to be considered as an authority.

Part of the duties of the educational group consists in interesting persons who are not cooperators in the cooperative and thus adding to the society's membership. To expedite this, Dr. Warbasse recommends educational propaganda, entertainments, a reception committee for new members, and the formation of a women's guild.

The monthly meetings of the members form an important part of their education. Six possible programs for these meetings are given in this booklet. All include entertainment of one kind or another, reports are read by the officials of the cooperative, and in most of



the programs discussion of cooperative topics by members is included. Other phases of cooperative education are then discussed by Dr. Warbasse in this booklet. He outlines the importance of organized lectures, periodical literature, a reading room, a bulletin board, decorative signs, and counter leaflets. He says that the store manager and the clerks should understand Cooperation and make their store the center of cooperative gossip. The cooperative should also be interested in entertainments and in making the cooperative attractive to the children. Schools for the training of cooperative employees are conducted by district leagues and wholesale federations, and Dr. Warbasse believes that such schools should be encouraged. He also feels that the Cooperative Movement in the United States has reached a point where it is imperative that it should own its own radio broadcasting system.

395. WARBINGTON, L. F. Are the people ready to rule? a cooperative leader describes a technique of group participation. (Common sense, (Common Sense, Inc.), New York, Sept., 1940, v. 9, no. 9, pp. 5-6.) Av. in N.Y.P.L.

In 1936, four groups in Ohio, consisting of twelve families each, met regularly to discuss cooperative buying and selling and other local and national affairs. Other groups formed, until nearly six hundred groups, representing seven thousand families, evolved in Ohio alone. The Cooperative Movement has spread by this means to Minnesota, Kansas, Wisconsin, New York, Maryland and Michigan.

This constitutes not only the advancement of a successful technique of adult education, but also a new way for making democracy more effective for the solution of each pressing problem, such as social security, poverty, farm tenancy and national indebtedness, exerting a restraining influence on fascism and dictatorship. It promotes the kind of cooperative action defined in Marquis Child's "Sweden, the Middle Way," and similar books on the Swedish Cooperative Movement.

That cooperative discussion groups may have an important influence on the solution of pressing economic problems is shown by the experiences of the Nova Scotian cooperative groups and the Ohio Farm Bureau. The author gives practical advice for the formation of such discussion groups, together with suggestions as to the topics to be discussed.

396. WATKINS, W.P., B. A. The cooperative education of the consumer. (Review of international cooperation, (The International Cooperative Alliance), London, Eng., Jan., 1936, v. 29, no.1, pp. 24-27.) Av. in N.Y.P.L.

The author states that if the Cooperative Movement is to grow, a more stable foundation is required. Faced with the competition by private retail and chain stores, there is a need for democratic consumer education to instill cooperative principles in the rank and file as well as in the personnel of cooperative societies, in order that the idea of association and solidarity may permeate the members.

The organization of study circles or discussion groups, similar to the "circles" or "kitchen clubs" found in Nova Scotia, is suggested. These Canadian clubs are not based on the traditional academic classroom type of education, which is individualistic, but are based rather upon the idea of group study with the aid of books and other materials supplied by the central organizations of the Cooperative Movement.

The advantages of the study circle are that small groups may



be easily accommodated, no trained teacher is required, and groups are inexpensive and simple to organize. Moreover, the groups will train character and develop the habit of working together, as well as educate members in cooperative history and theory.

In time, "the wider knowledge gained concerning the movement will ... break down local and parochial prejudices."

397. WATKINS, W. P., B.A., co-author of official British text-book, "Cooperation." A New Advance in cooperative education. (Consumers cooperation, (Cooperative League of U.S.), New York, Feb., 1938, v.23, no. 2, pp.20-23.)  
Av. in Col., N.Y.P.L., N.Y.U.-WA.

The author recommends that study circles be organized in cooperative societies, in order that cooperative education may discover the right blend of the theoretical with the practical, and accomplish its aim of training cooperators in the principles and practice of Cooperation. He cites the success of the experiments of St. Francis Xavier University at Antigonish among the fishermen and farmers of Nova Scotia and the adoption of study circles in the educational program of study circles in the educational programs of the Swiss Cooperative Union and of the Cooperative League of the United States.

398. WEBB, Rev. J.W. Letter to worthy lecturers of California. (Cooperative Journal: let us work together. (The Cooperative Education Publishing Co.), Oakland, Calif., Apr., 1906, v. 5, no. 51, pp. 9-11.)  
Av. in N.Y.P.L.

It is the duty of a lecturer in the Grange not only to lecture himself but to arrange topics for discussion by others. The introverted cooperator should be encouraged to come forward and give his views and opinions, since this type of person is often very observant and has really important things to say. The "question box" should have a definite place in cooperative concerns. The members should be personally persuaded to put in queries, and they should be informed that a reply would be expected to the answer of a query. Then the question should be put up for debate at a meeting of the membership. Reading, thinking, and observation should be encouraged among the members. Symposiums should be occasionally arranged for them. And a member of the Grange, when canvassing for new cooperative members, should bring a box of lunch along with him to inspire sociability. The duties of an officer and lecturer of the Grange are many, but it takes "real" humanity to get cooperative recruits, as they have to be shown the right way, which is not an easy road to those who must clear and build it.

399. WESTCOTT, G.S. Cooperative education. In: Report of proceedings of the First American Cooperative convention at Springfield, Ill., Sept., 1918, (Cooperative League of America), New York, 1919, pp. 102-103.  
Av. in Col.

The article describes the results of an attempt by Mr. Westcott, the leader of a Michigan choral society, to teach to his group some of the phases of Cooperation and Labor. Not only did some 700 persons join labor unions as a result of his efforts, but a group now desires to start a cooperative store, and the establishment of woolen mills, clothing and shoe factories for the benefit of the cooperators is being considered.

Mr. Westcott expresses his desire for information concerning the

organizing of such societies, and for literature to distribute among the members. He says that it is hoped that a cooperative society will be established which will become a member of the Cooperative League of the United States of America in the near future.

## INFORMAL TEACHING OF COOPERATION

### B. EDUCATIONAL COLONIES

400. BREAD AND FREEDOM, Capt. J.W. Petavel, Ed. The Colony system and the problem of industrial development in India, (K.M. Banerjee, Calcutta, India, Mar., 1927, v.2, no. 12, pp. 381-385.)  
Av. in N.Y.P.L.

This article, containing excerpts from a paper read by Captain Petavel before the Thirteenth Indian Industrial Conference, describes educational colonies of an industrial character which have been established in India.

In these colonies, young men under the supervision of retired engineers or other technicians start some industrial enterprise which is financed by private individuals who are interested in the industrial development of India. Such colonies, because they will lower the cost of production, will relieve the pressure of foreign competition. The author believes that in India the persons engaged in household pursuits and cultivation must at the same time take part in industry, and that the colony system is essential for starting this work.

401. BREAD AND FREEDOM, Capt. J.W. Petavel, Ed. The New colony plan and the old. (K.M. Banerjee, Calcutta, India, July, 1927, v.3, no. 4, pp. 52-54.)  
Av. in N.Y.P.L.

A comparison is made between the ancient village economic system in India known as the "gurucula" and the new plan for colonies which add education to cooperative activities and produce on a much larger scale. One reason for the recent neglect of the cottage industries is the advent of the foreign owned factories with which the villagers, having neither capital nor sufficient knowledge, cannot compete.

Instead of the old system of having one family manufacturing some one article and then bartering this with other families, it is proposed to form cooperative groups, settled in different villages, producing different articles and then exchanging their goods with the peasants for agricultural products, each one getting a share according to his contribution. The workers in these cooperative colonies will be paid in the goods manufactured by them and the produce obtained from the peasants. To assure the success of this plan, an educational program is advocated which will train village boys, paying them for their labor with manufactured articles which the boys may use themselves or barter in their villages.

402. BREAD AND FREEDOM, Capt. J.W. Petavel, Ed. The Proposed educational colony: self supporting education. (K.M. Banerjee, Calcutta, India, July, 1926, v. 2, no. 4, pp. 128-142.)  
Av. in N.Y.P.L.

With the encouragement of Calcutta University a group of philanthropic citizens have formed themselves into a committee for the purpose of fostering the proposed educational colonies in India. Mr. Kumar Krishna Dutta has placed some land and buildings at the disposal of the commit-

tee for the purpose of fostering the proposed educational colonies in India. Mr. Kumar Krishna Dutta has placed some land and buildings at the disposal of the committee, and Mr. Mitter has promised Rs. 10,000 for a plan carried out in a proper business-like way.

The committee hopes to form the young into cooperative organizations producing useful articles for themselves and their homes, so as to make them partly or wholly self-supporting while receiving their education. This plan would give the poor youth an opportunity to become economically independent.

403. BREAD AND FREEDOM, Capt. J. W. Petavel, Ed. Rabun Gap colony. (K.M. Banerjee, Calcutta, India, June, 1925, v. 4, no. 3, p. 47.)  
Av. in N.Y.P.L.

This article outlines the educational farm colony of Rabun Gap, Georgia, which was described in the June issue of School Life, published by the United States Bureau of Education.

This colony is based on the principles outlined by Captain Petavel in his book, "The Plan of the Education Colonies Association." One such colony was formed in England, another in India. According to this plan, each family, with the aid of the children, cultivates a given piece of land producing the necessities of the colony. The produce is marketed and the profits are used mainly for educational purposes.

The most interesting feature of these colonies is the scheme of "rotating farm homes." In a period of five years each family will attain a good knowledge of school subjects and farm training. After five years they move to another place to enable new families to start their training. This system has proved successful and has worked on a self-supporting basis for 20 years. The author believes the reason for this is that the colonists came from the mountain districts and were used to hard life. He doubts whether this plan will work with another type of people.

404. BREAD AND FREEDOM, Capt. J. W. Petavel, Ed. What are we waiting for? (K.M. Banerjee, Calcutta, India, Apr., 1926, v. 4, no. 1, pp. 1 - 5.)  
Av. in N.Y.P.L.

This article, giving excerpts from a letter by Dr. Fowler on an article in the "Teachers' Journal," discusses a plan for educational colonies in India based upon a description of organizations already in existence there. These colonies are believed to be a certain way of solving the problems of unemployment and poverty in India.

The colonists, besides engaging in intensive cultivation, are to study some industrial trade. Once this trade is learned, the men may go to work in the cities, leaving their families in the colony where the children will be educated in some craft with the aim of becoming self-supporting. In case of failure with their trade, the men are always able to return to the colony.

405. BREAD AND FREEDOM, Capt. J. W. Petavel, Ed. What the colony scheme stands for. (K. M. Banerjee, Calcutta, India, Apr., 1927, v. 3, no. 1, pp. 3-7.)  
Av. in N.Y.P.L.

A Colony scheme has been inaugurated to combat the most vital problem of India, poverty. It will benefit those persons, children, orphans, unemployed adults, families of small means, who desire to engage in agriculture or learn some industrial trade. Boys will receive practical training combined with general education. Household arts



are considered fundamental to the scheme. Parents and persons of small means may undertake the cultivation of some kinds of fruit, organize industries connected with this fruit-growing or industries directly connected with some rural district.

The development of such industries on a cooperative basis will not only give employment to many people, but will provide ways to get industrial as well as agricultural training. People will leave the colony possessing a knowledge both of Cooperation and of a variety of ways to earn a living. A site for the colony has been chosen and a working committee has been formed. The colony will be organized on a cooperative basis, financed as a business concern, and will provide good security for money invested.

406. BREAD AND FREEDOM: SUPPLEMENT. The Educational colonies scheme, solution for the problem of education and middle-class unemployment: industrial and agricultural development. Calcutta, India: K.M. Banerjee, 1926. 2 pp. (v.2, no. 7.)  
Pages unnumbered.  
Av. in N.Y.P.L.

The Educational Colonies Scheme, considered to be a solution to the problems of unemployment in India, is described in this article. The author of the scheme is Captain Petavel, who was invited by Rabindranath Tagore to advocate his idea personally in the colleges of India. When the movement for passive resistance against the Government started, the University of Calcutta, under the influence of Sir Asutosh Mookerjee, forwarded this new plan as the only way to the emancipation of India.

The inspiration for the Educational Colonies Scheme was partly found in the European Garden City Movement, and partly in the Gurukula, the old educational system of India. Captain Petavel believes that by the cooperative organization of the young, the poor mental and physical development of Indian youth can be overcome. The scheme will combine class work with practical training, and will associate young persons with their elders in their work.

The colonies are also important economically. By using modern methods, the children will be able to produce and earn while they are being educated; they will gain the profits which ordinarily would go to middlemen. The adults will help the children and will, at the same time, cultivate their own plots of ground. It is believed that this system will afford a practical solution of unemployment among the middle classes.

407. COLONY COOPERATOR. The Colony a college. (Llano Cooperative Colony, Leesville, La., Dec.-Jan., 1918-1919, v.1, no. 7, pp. 15-23.)  
Av. in N.Y.P.L.

The Llano Cooperative Colony, near Leesville, Louisiana, is in reality a college that teaches practical socialism. Its organization calls for community ownership, equality of work and wages, free education, old age and mother's pensions, equal participation in the colony's income, and democratic control in all its affairs. It also offers regular and systematic training in farming and cooking, together with various educational courses, such as astronomy, philosophy, languages, music, and even grammar school subjects for the young. It is held by its proponents that the social and educational advantages offered at the Colony make an irresistible appeal to the true Socialist.

408. COLONY COOPERATOR. Colony education and play. (Llano Cooperative Colony, Leesville, La., Sept., 1918, v.1, no.4, pp.8-9.)  
Av. in N.Y.P.L.

A brief description is given of the educational courses and the social diversions of the Llano Cooperative Colony in Louisiana, near Leesville. In the first category are listed astronomy, philosophy, languages and music, as well as instruction in business and mechanical trades. Named in the second list are dances, parties, picnics, and outdoor sports.

409. COOPERATIVE MAGAZINE AND MONTHLY HERALD. Plan for the education and maintenance of children in the Orbiston community. (Knight and Lacey, London, Eng., May, 1826, v.1, no.5, pp. 149-155.)  
Av. in N.Y.P.L.

A plan for the education and maintenance of Orbiston Community is described under the following headings: treatment of the children; the probable consequences; the way by which the necessary funds may be obtained, in unison with the inclinations and means of all the members.

The establishment at Orbiston, when finished, will afford accommodation for two hundred families; and it is proposed to lodge, feed, clothe, and educate the children of all the members, as the children of one family, and without any other distinction than that which inevitably arises from superior attainments. The left wing of the building (when finished in a few months) is calculated to accommodate 400 children. The right wing will lodge all infant children who can walk freely, and all female children above ten years of age.

As to the food of the children, it will be of the plainest sort consistent with their health and comfort. Thus, children will prefer plainest food if they see nothing to contradict the idea that it is the best for them. As to clothing, children will be trained to believe that neatness, cleanliness, and comfort are all that count in providing clothing for the human body.

The article refers to the ideas and habits which children will be trained to acquire, and which are inseparably concerned with their own happiness, and the welfare of the community. They will be taught to manifest their love to God by observing the Divine Laws. Arrangements will be made to facilitate the practice of cleanliness until it becomes part of their nature. Habits of kindness will be taught by example. Habits of industry will be inculcated through the natural desire for activity. Arrangements will be made for teaching children various mechanical operations. The variety of labor in the garden and fields will become a source of pleasure and recreation. Children will also be taught the habit of temperance.

Funds will be needed to pay rent and taxes for the dwellings, and for the maintenance and education of the children, and it is proposed to raise these funds by loan, to be advanced on the future labor of the children. The expenses will be paid by the children themselves, by their labor; the parents who are in favorable circumstances, and who will readily advance at least as much as will cover the cost expended on their own children; the friends of the experiment who have confidence in its success, and who are willing to advance their funds on its security; the instructors who will be inclined to allow a certain portion of their remuneration to accumulate in this fund. Also the proprietors of the children's dwellings will be inclined to allow the annual rent to accumulate in the same way, and even to give a pecuniary advance besides.

410. PETAVEL, Capt. J.W. The Coming great change in education. (Bread and freedom, Capt. J.W. Petavel, Ed., (Modern Cooperative Agricultural Association). Calcutta, India, May, 1925, v.1, no.6, pp. 7-10; June, no.7, pp.5-14.)  
Lecture delivered at the Mysore Dasara Exhibition.  
Reprinted from the Mysore Government Bul. no.1, 1921 of Department of Commerce and Industries.  
Av. in N.Y.P.L.

Analyzing the defects of the educational system in India, which fails to train the character of youths or develop their intellectual faculties, the author comes to the conclusion that the only way to solve the educational problem is by establishing educational colonies, where learning will be combined with work and earning, thus providing young workers all the opportunities for character training, which will develop their practical faculties, provide them with practical knowledge and vitality, that they may grow up strong, alert and intelligent. This plan of "earning whilst learning" will not only train body and mind, but will also give thousands of young people the opportunity to earn a decent livelihood.

Captain Petavel describes his plan of farm schools which, in his opinion, should be located in a spot where young men or families could start experiments under proper guidance. Such experimental farms will also be cooperation centers with modern methods used for cultivation. This combination of cooperative production with education will be of great economic importance, especially in rural districts, where peasant boys will be able to go home and help their parents at harvest or seed time. This plan would also solve one of the gravest problems of India - the fragmentation of holdings.

411. "PINS". Dr. Zeuch plans a cooperative college. (Guy F. Rogers, Gainesville, Fla., Sept., 1935, no.55, p.2.)  
Av. in N.Y.P.L.

The cooperative college planned by Dr. Zeuch is to be an educational community for workers; a combination of a community school and a workers resort and cultural center. It will be located at Port Royal, South Carolina, and its name will be "Sea Craft".

Dr. Zeuch has served for eight years as manager of the Commonwealth College at Mena, Arkansas. He was previously head of the Planning Section of the Subsistence Homestead Division, and in 1935 was cooperative advisor to the Resettlement Administration at Washington.



## VI. SCHOOL COOPERATIVES

412. AMERICAN GUARDIAN. Campus co-ops of Midwest organize. (Oscar Ameringer, Oklahoma City, Okla., Dec. 6, 1940, v.24, no.10, p.4.)  
Av. in N.Y.P.L.

Delegates from Campus Cooperatives in the West Central States met in North Kansas City, November 8-10, 1940, and formed a regional organization called the "Central League of Campus Co-ops." The following universities had sent delegates to the meeting: University of Missouri at Columbia; University of Kansas at Lawrence; Texas State College for Women at Denton; Iowa State Teachers College at Cedar Falls; North Dakota Agricultural College at Fargo; Baker University at Baldwin, Kansas; and Kansas Wesleyan University at Salina;

This organization will include campus co-ops in 13 states. It will send out information to all local cooperatives and discussion groups, assist in the formation of new campus co-ops, standardize practices on Rochdale principles, emphasize education in cooperative philosophy, urge students to join cooperatives, and act as a clearing house for the exchange of ideas and information. The work is to be accomplished in conjunction with the Consumers' Cooperative Association of North Kansas City. The delegates elected a board of directors. A constitution will be drafted and presented at the next regional meeting to be held at Lawrence, Kansas, in April, 1941.

413. BORK, H.A. Cooperative buying for teachers. In: Proceedings of the seventy-fourth annual meeting of the National education association of the United States, in Portland, Ore., June-July, 1936, Washington, D. C., 1936, pp.207-208.  
Av. in N.Y.P.L., N.Y.U.-WA.

Cooperative buying is recommended for teachers in order to enable them to meet the increased cost of living and increase the purchasing power of their salaries. To create a "buying club", all that is needed is a group of cooperatively minded individuals, banded together for the purpose of effecting economics through collective purchases.

Several instances of cooperative buying are mentioned. For example, in an Oregon institution, several individuals bought timber on a tract of land and had it cut, sawed and delivered for home use with an actual saving in cost. In another institution, employees cooperated for the purchase of stockings, butter, holiday cards, and magazine subscriptions. Elsewhere, canned goods and potatoes were purchased in large quantities for institutional staffs.

Often, the success of a small group leads to the desire to establish a larger and more permanent organization in which capital and storage facilities may be needed. In one instance, such a group received the support of an institution which granted storage facilities until the protests of the proprietary trade (which claimed that public funds were used for the benefit of a few individuals) caused the group to disband, so that today the larger groups of teachers' organizations have no sponsorship.

It is concluded that loosely-knit small units are generally the most successful, while larger enterprises very often do not prosper, partly because they are apt to attract too much competitive attention.

414. BULLETIN OF ST. XAVIER COLLEGE. School of commerce and sociology: sociology, social service, lay apostolate, 1919-1920, announcements 1920-1921. Cincinnati, Ohio: St. Xavier College, 1920. 32 pp. (New ser. v.4, no.5B.)  
References to cooperation are only on pp. 15-16, 25-26.  
Av. in Coop. L.

The St. Xavier College Bulletin, containing announcements of the Divisions of Sociology, Social Service, and Lay Apostolate, mentions the students' cooperative store, at which all textbooks and materials needed by the students can be bought. This store is conducted by the Social League, which is affiliated with such important lay organizations as the Cooperative League and Consumers' League. The Cooperative Movement is enthusiastically advocated by professors of economics and sociology at the institution as an important element in the solution of social problems.

A course called "The Catholic Solution of the Social Question" (under the heading of "Social Principles"), deals with Cooperation as a preventive social measure. Under the heading, "Social Practice," the "Lay Apostolate" course discusses the cooperative societies as an active working principle in the daily life of the community.

415. COOPERATIVE JOURNAL: LET US WORK TOGETHER. College cooperation. (The Cooperative Education Publishing Co., Oakland, Calif., Dec., 1906, v.6, no.48, p.1.)  
Av. in N.Y.P L.

A news item from the San Francisco Chronicle is quoted. It tells of the success of the campus cooperative store of the University of California at Berkeley. This store, known as the Butler Cooperative Store, was started with a \$200 subscription by the faculty and certain other individuals, whose names are not mentioned. The plan is to run the store strictly on a profit basis until the capital which started it has been acquired.

Afterwards, the store will be turned over to the student body to be run on a cooperative basis, the profits being shared among the students according to their patronage during the college year. The store will deal in students' supplies, candies, and items of campus service.

Another cooperative experiment has been started at Oregon Agricultural College, where 92 students have established a cooperative board and lodging project. The living expenses for the first week amounted to \$2.29 per student, and the entire food expense for 92 students was about \$160 for the period.

416. GATLIN, GEORGE O., extension marketing specialist, Oregon agricultural college. Oregon's plan for junior cooperatives. (Cooperative Marketing Journal, (National Cooperative Council), Washington, D.C., and Richmond, Va., Mar., 1932, v.6, no.2, pp. 73-74.)  
Av. in Col.

"Junior Cooperatives" have been organized among Oregon school boys for the purpose of teaching them cooperative practices. These cooperatives are not incorporated, nor are there any marketing contracts, but the by-laws contain many provisions ordinarily found in articles and contracts, the signing of which constitutes a binding agreement by the members.

In their operation, as the "Oregon Plan" indicates, it is anticipated that adult associations, marketing specialists, bankers and other agencies will handle the products of the junior organization and give extra attention to its business as well as help in the instruction program.

417. HALL, COVINGTON (AMI). Cooperative education at Commonwealth. (The Cooperative pyramid builder, (Cooperative Central Exchange), Superior, Wis., Nov., 1926, v.1, no.3, pp. 139-140.)  
Av. in N.Y.P.L.

As an experiment in cooperative colonizing, Commonwealth College was founded in April, 1923, in Louisiana by a group of worker-teachers, led by Prof. William E. Zeich and Kate Richards O'Hare. Moved by a desire to become still more completely self-governing, the school one year later moved to Mena, Arkansas, in the heart of the Ozark Mountains. Here the session of 1924-25 was held in rented quarters. Early in 1925, however, the group got together enough cash to make a first payment of \$100 on a small farm on the Tallihina Highway, about ten miles west of Mena, and here the experiment got started in earnest. The first resident group, consisting of 20 persons, four of them children, immediately began the task of clearing the land and erecting buildings. The first students were accommodated in five new buildings on the campus, two of them dormitories, one for girls and one for boys, capable of housing 25 students each. The 1925-26 session was attended by about 35 students, all of them from working class and farming families. The term closed successfully, with many new friends gained, including the administrators of the American Fund for Public Service, which aided the movement in many ways.

Today, on a campus of about 500 acres of good farming land, with fifteen structures, Commonwealth College is no longer an experiment in cooperative education, but a definite institution with an assured future, one of whose distinctive features is self-maintenance. Its academic principle is: "Since the labor of workers applied to land and industry creates all wealth, therefore labor should own and control its schools of higher education." The teachers receive maintenance, but no pay. Each teacher and student works four hours a day at some community service. The student work is done outside study hours. Both student and teacher live the simple life and seem to enjoy it.

So far, says the writer, the scheme works successfully. It tends to develop respect for manual labor, inculcates the spirit of fraternity and promotes democracy within the community. And that, he concludes, is how faith in labor has built up Commonwealth College from nothing to one of the most unique experiments in education in the United States.

418. HALONEN, GEORGE. Proposal for a cooperative college. (Cooperative pyramid builder, (Cooperative Central Exchange), Superior, Wis., Feb., 1931, v.6, no.2, pp.45-46.)  
Av. in N.Y.P.L.

Consumers' cooperation in the United States during the past few years has been crystallized into a real organized Movement. The Cooperative League now (1931) has over 120,000 members. With the growth of the Movement, new problems in educating cooperative employees arise. "Private business has its universities and colleges. Young men and women are taught for years how to serve the profit interests at the expense of the working people. A profit system would not fuss with schooling of this kind if it would not pay. And it pays."

"Over a hundred thousand cooperators constitute a force capable of furnishing its own functionaries. Our training schools have blazed the way. Now a regular cooperative college can become a reality." Most of the training schools are being conducted in the Northern States Cooperative League district because most of the active societies are located in this district. It is, therefore, most practical to start the Cooperative College in this district.



Looking at the possibilities of a cooperative college from a financial standpoint, the article points out that, taking 30 students as a basis, room and board for an eight months' course would cost \$230.96 to each student for the complete term, totalling \$6,928.80. This sum would take care of everything but the teaching. Teachers' salaries would be around \$4,000. Thus, with about \$11,000, an eight months' Cooperative College with thirty students would be made financially possible.

419. HOLMES, CLAY W. School savings plan. In: Proceedings of the nineteenth annual meeting of the United States league of local building and loan associations, at Grand Rapids, Mich., Aug., 1911, (Press of the American Building Association News), Chicago and Cincinnati, 1911, pp. 132-146.  
Av. in N.Y.P.L.

At the 1911 annual meeting of the United States League, Mr. Holmes discussed school savings through purchase of building and loan shares.

In 1895 the speaker (then chairman of the legislative committee of the New York State League) had proposed and secured passage of the Juvenile Savings Act, providing that a savings and loan association could issue to any minor juvenile shares which should be free from control or lien by any other person, and that the accumulated savings on such shares should be paid to the union, whose receipt or acquittance would constitute a valid and sufficient release to the association.

Two such associations were reported to have been notably successful. One of these was the East Rutherford Savings and Loan Association of East Rutherford, New Jersey, which was established in 1896. Later, it reported having enrolled 600 juvenile members with deposits of \$22,962.75. The other group, located in Corning, N. Y. reported 877 members, with \$32,996.03 in deposits, after an existence of five years.

The speaker then referred to a system of school savings banks organized in 1885, by J.H. Thiry. In 1895 there were 69 of these banks with 25,972 depositors, whose deposits approximated \$120,838.

He cited a school savings plan effective in Elmira, New York, since 1910. Here, individual deposits are enclosed in one envelope which is delivered by the teacher to the building and loan representative, and the depositors then receive investment credits on the books of the association. By December, 1910, 6,797 such deposits, amounting to \$2,110.95, had been made. This plan teaches saving, it spreads by incitation, and benefits the association by its excellent advertising effect upon parents.

420. INDUSTRIAL AND LABOUR INFORMATION. Cooperation in Latvian schools. (International Labour Office, Geneva, Switz., April 9, 1928, v. 26, no. 2, pp. 56-57.)  
Av. in Col., N.Y.P.L., R.S.

A new kind of cooperative society has developed with great rapidity in Latvia during recent years, namely, school cooperative societies. This is partly due to the fact that the study of Cooperation has been introduced in the syllabus of the higher classes in elementary school.

The economic activity of a school cooperative society is providing its members with the necessary requirements for study, such as school books, note books, and writing material, and from this point of view a school cooperative society may be compared to a distributive cooperative society in miniature. The main function of such a society is that it serves as a practical demonstration of cooperative principles.

At the suggestion of the University of Latvia Students' Union for the Advancement of Cooperation, the Council of the Cooperative Congress, which is the central propaganda body of Latvia, has given special attention to the development of school cooperative societies and has collected information on the subject.

The report shows that the membership of the 83 school cooperative societies from which returns were obtained was composed of 1,457 boys and 30 per cent of the girls attending the 83 schools in question. During the school year 1926-1927, the turnover of 82 of these cooperative societies amounted to 56,144.31 lats. The net proceeds amounted to 4,925 lats. The sum of 448 lats was divided among the members, the sum of 1,947 lats was put into the reserve fund and the remainder was devoted to educational purposes.

421. INTERNATIONAL LABOUR OFFICE, GENEVA, SWITZ. Cooperative societies operated by school children. (Cooperative marketing journal, (National Cooperative Council), Washington, D.C., and Richmond, Va., March-Apr., 1931, v.5, no.2, pp.42-43.)  
Av. in Col.

A recent study appearing in the French "Revue des Etudes" showed the educational value of school cooperative societies to elementary and secondary school children.

School cooperatives (found in most European countries and in the United States) are run either by the children themselves or under the supervision of their teachers. They are intended to satisfy certain needs which the children have in common, or certain needs of the school itself, its locality or its district. They reproduce in miniature purchasing, saving and credit marketing, producers' agricultural or stockbreeding cooperative societies. Their activities vary according to the country, locality, needs to be satisfied, and available resources. They include: joint purchases of stationery, textbooks and raw materials for manual work; organizing cooperative restaurants; and encouragement of thrift.

It is the opinion of teachers who have had experience with children cooperatives that they not only constitute a means by which the stereotyped and rigid knowledge acquired in class is grouped, developed and rendered more flexible, but they also offer a more practical experience by appealing to the whole personality of the child. They "bring out and exercise faculties that ordinary schooling is incapable of revealing or developing."

422. KREMER, JOSEPHINE. School co-op: Bemidji pupils lived and learned in organizing and operating a thriving business establishment. (The Clearing house: a journal for modern junior and senior high schools, (Incor Publishing Company, Inc.), Menasha, Wis., Dec. 1939, v.14, no. 4, pp. 231-232.)  
Av. in Col., N.Y.U.-WA.

The seventh grade pupils of the Training School of the Minnesota State Teachers College at Bemidji found it difficult to obtain school supplies conveniently because of the distance to the business district. They decided to operate their own work store and after consideration of various set-ups and consultation with cooperative leaders and business executives, decided to make their store a cooperative. They had had some experience from operating a cooperative refreshment stand.

The necessary starting capital was provided through the issue of 325 shares, which were sold at five cents each to students, faculty members and parents. An order for supplies was placed with a wholesale firm and the "Green and White Coop" became a working enterprise.

The store was staffed by alternating members designated by their own elected chairman. This afforded opportunity for students to obtain valuable business experience and inspired them to make a further study of the cooperative way of doing business.

The "Green and White Coop" was successful from the outset. At the end of the first year a 15 per cent dividend was paid on purchases, and the capital stock was refunded with a 20 per cent premium to subscribers.

423. LUCHS, FRED. E. Co-ops come to the campus. (The Social frontier, (The Social Frontier, Inc.), Apr., 1938, v.4, no.34, pp.218-219.)  
Av. in N.Y.P.L., N.Y.U -WA

The development of college cooperatives in the United States has been rapid since the earliest cooperative was established at Cornell University in 1900. One of the main reasons for the rapid spread of cooperatives in colleges is the fact that they are money savers. In addition, the students realize that they promote fellowship, especially among the non-fraternity groups, and many theological students, inspired by Kagawa, have publicized the Movement.

A survey by the National Committee on Student Cooperatives made in 1938 lists 195 American campus cooperatives, including 49 dormitories, 35 dining clubs, 52 book stores, 56 pools, 4 cleaning and pressing establishments, 6 buying clubs, and 54 miscellaneous organizations. Fifty thousand students support these co-ops, and their annual business is in excess of \$3,230,000. Cooperative dormitories and eating clubs at the Universities of Washington, Idaho, Oregon and California report waiting lists. At Texas Agricultural and Mechanical College, a cooperative established by 12 pioneers now has a membership of 533 students. Cooperatives have been formed also at Eden Seminary, Princeton, Vassar, South Dakota, and Harvard. Since the Student Volunteer Convention in Indianapolis in December, 1935 (when the National Committee on Student Cooperatives was organized), the number of co-ops has been doubled.

Most successful college co-ops have adhered faithfully to the Rochdale principles, and most of the failures have been due to lack of training in these principles. For this reason, the programs and budgets of most of the co-ops include provision for cooperative education.

Mr. Luchs relates the pressure placed on cooperatives by private individuals, and the struggles of the earlier cooperatives in overcoming the prejudices of wholesalers who refused to sell to them. He concludes that the college cooperatives will render many benefits to the national cooperatives and may even play an important part in reshaping society.

424. PACIFIC COAST CONFERENCE OF STUDENT COOPERATIVES. Review of the Pacific coast conference of student cooperatives in Berkeley, Calif., June, 1939. n.pl.p., 1939. 24 pp. With bibl.  
Mimeographed.  
Av. in Coop. L.

Contents: Introduction - p.1; Pre-Conference Planning - 2; Panel on Government - 3; Panel on Administration - 5; Panel on Finance and Accounting - 7; Panel on Social and Recreational Programs - 11; Panel on Education - 12; Model Articles of Incorporation and/or Constitution - 13; Model By-laws - 14; Summary of the Keynote Address given by Dr. G.P. Hedley - 16; Summary of the Talk which Accompanied a Picture Study of Economics and Cooperation given by Mr. R. Strong - 17; Minutes of the Business Session of the Pacific Coast Conference of Student Co-



operatives - 19; Minutes of the Temporary Board of Directors of the Pacific Coast Student Cooperative League - 21; Bibliography on Cooperation - 22; Names of Persons who Attended the Conference - 23.

Student cooperatives are a relatively new phase of the Cooperative Movement and were instigated by the last depression, which made students turn to cooperative techniques to attain living standards which would enable them to continue in their formal schooling. The Pacific Coast Conference of Student Cooperatives was not the first of its kind; previous conferences were held at the University of Washington in December, 1937 and at Moscow, Idaho, in April, 1938.

A committee was appointed by the University of California Students' Cooperative Association, Inc., which planned that the Conference should emphasize problems the solution of which would offer every cooperative enterprise the mechanics and the "cooperative state of mind" necessary for smooth functioning. The committee proposed the following five topics which it thought embodied most of the salient problems of Cooperation: Government; Administration; Finance and Accounting; Social and Recreational Programs; Education.

The goal towards which the government of a cooperative must strive is both economic and political democracy. The problem of the student cooperatives here is determined largely by the size and age of the organizations. The small, new group must determine whether or not to hire a manager and whether it is better for the manager to be versed in cooperative principles or in business affairs. A large cooperative, or series of cooperatives, must depend upon an educational program to assure efficiency and democracy for the group. It has been found to be difficult, in all cases, to correlate satisfactory efficiency in administration with democracy, but it was nevertheless recommended that student cooperatives retain the principles of democratic government to the fullest extent, and give each member one vote on all association matters. Various recommendations were made with the intention of fulfilling these aims.

Responsibility and authority are needed for the best administration; nevertheless, the legislative part of the cooperative government is to retain for itself the power of determining policy. The methods employed by the cooperatives attending the conference fluctuated between two extremes: one where the organization was practically administered by the entire membership, the other where the organization provided for a definite policy board to act on all legislative matters, thereby supervising the central administrative authority. In any case, any member, or committee, should at all times have the privilege of making inquiries on points of information.

Student cooperatives initiated by the students themselves have been financed almost without exception by the collective resources of the respective memberships. The membership fee and size of the returnable deposit, or stock certificate, are dependent upon the income group that is to be offered cooperative facilities and the standard of living the organization is to maintain. Having determined this, it is simple to decide what the membership charges should be and what current revenue is needed to meet the obligations. Expansion should be made as completely as possible out of savings, and it is inexcusable to incur indebtedness for which determinable revenue is inadequate. In a new association it is imperative to obtain trustworthy professional advice, and simplicity and completeness of information in the financial records are to be insisted upon.

Both social and recreational programs, and education are important to the cooperatives. The former are vital to assure an interesting and varied social life commensurate with the ideal of cooperative busi-

ness and economic existence. Without education the Movement will neither hold nor even attain the cooperative attitude of mind necessary to perpetuate itself and evolve at the same time a system of economic and political democracy for all.

This book also contains suggestions concerning model articles of incorporation and model by-laws. It is emphasized that in drawing up these laws and articles the Rochdale principles of Cooperation should not be abrogated.

Summaries are given of the Keynote Address of Dr. George P. Hedley and of a talk by Mr. Ray Strong which accompanied a picture study of economics and Cooperation. Dr. Hedley states plainly in his address that Cooperation is a frame of mind not common to mankind, and is notably lacking in the United States. He regrets that emphasis has been made upon the system as a money-saver, and feels that cooperative societies organized with this end in view will degenerate into stock companies. Cooperation is called a specific, limited, necessary field; not an ultimate goal, but a means to a richer life. Dr. Hedley believes that Cooperation will have to meet, by its own methods, the conscious opposition of the profit system. Cooperation must be more efficient than private enterprise, and its spirit cannot be taken as a substitute for sound business judgment. It must, moreover, educate its members to be true cooperators.

Mr. Strong believes that the present economic system was not satisfactory in the best of times, and it must be changed, democratically, to aid the general consumer. Consumer cooperation is an important part of this Movement. It affords increasingly balanced distribution relative to production, breaks up the concentration of wealth, and keeps goods and services flowing steadily. The speaker states that in such matters the United States can take some valuable lessons from the Scandinavian countries in improving its technique of distributing its wealth.

A summary of the Business Session of the Pacific Coast Conference of Student Cooperatives, held on June 15, 1939, and presided over by Mr. Lee C. Poole, is also given. Among the subjects discussed were such matters as the race problem, the admission preference to be extended other cooperators, and some suggestions concerning the education program. The Minutes of the temporary Board of the Directors of the Pacific Coast Student Cooperatives League, under the acting-chairmanship of E. B. Ingham, are also given. The book concludes with the names and addresses of the 68 persons attending the Student Cooperative Conference.

425. PALMER, R.A., general secretary, Cooperative union. Scholar co-operators. (Cooperative review, (Cooperative Union, Ltd.), Manchester, Eng., Nov., 1936, v.10, no.11, p.339.)  
Av. in R.S.

In addition to issuing the magazine "Our Store," and organizing junior classes to stimulate and increase the interest of youth in the Cooperative Movement, the Cooperative Union engaged an official at Holyoake House to devote his entire time to the organization of the youth of the Movement.

The author cites the accomplishments of Poland, which country, with the sanction of its Minister of Education and the teaching fraternity, has 5,000 school children affiliated with unregistered cooperative societies, varying from 40 to 100 in membership, in order that they may purchase their school requirements from the Union of Consumers Cooperative Societies of Poland. A half-yearly or annual meeting is held to decide how to spend the accumulated surplus. The most common

uses to which the surplus is put are the purchase of equipment for school sports and the granting of aid to charitable organizations.

426. RHOAD, C. E., teacher of vocational agriculture, Westerville, Ohio, and instructor in agricultural education, Ohio State university. Opportunities for teaching agricultural cooperation in vocational educational work. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D.C., 1940, pp. 337-340.  
Third of a series of articles under same title by different authors.  
Av. in N.Y.P.L.

Mr. Rhoad expresses his belief that it is necessary for students to develop a receptive attitude toward cooperative activities, an active interest in Cooperation, and an acceptance of the ideals of Cooperation. The teachers must first accept and develop these attitudes within themselves. Not only must the students understand the Movement and be interested in it, they must be so changed and developed that they become active, working cooperators.

The author says that there are 305,000 students of vocational agriculture in the United States. The average student runs a farm business which makes him an average net return of \$56.00 for his labor. Not only can such students benefit by marketing their produce cooperatively, but because of their need for production goods, teachers have an opportunity to teach them to buy their seed, fertilizer, sprays and other farm necessities cooperatively. Not only must these student co-operators understand their society, but they must persuade others to join, and they must themselves remain loyal to their cooperative when members are hard to secure.

427. SMITH, D. D. College cooperative stores in America. (The Cooperative Journal: let us work together, (The Cooperative Education Publishing Co.), Oakland, Calif., Sept., 1906, v.6, no.38, p.24)  
Av. in N.Y.P.L.

The success of Cooperation at Harvard, Princeton, Cornell, and the University of California is described in this article. The author states that the Harvard Cooperative Society, after a year and a half of successful business at Cambridge, has acquired a building of its own, which is outside the college grounds, and at which the public, as well as the members of the University, can buy a variety of goods at prices cheaper than elsewhere.

Since its organization, the Harvard Cooperative Society has paid back to its members \$100,000 in dividends. The society does an annual business of over one quarter of a million dollars in diversified merchandise.

The cooperative store of the University of California at Berkeley has experienced success also. It prevents overcharging on the part of shops in town, while at the same time it does not compete antagonistically with the private enterprises by cut-throat price reduction.

The cooperative stores at Princeton and Cornell have likewise experienced gains. Individually, they do an annual business of \$150,000.

428. SURVEY. Educational pioneers. (Survey Associates, Inc., New York, Oct., 1920, v.45, no.2, p.70.)  
Av. in N.Y.P.L., R.S.

The Cooperative Educational Institute of Bronxville, in Westchester County, New York, was started by a group of students who revolted in



protest against the arbitrary tactics of a proprietor of a private preparatory school. Selecting their own curriculum and their own teachers, they obtained a membership or student-body of over five hundred pupils, and by their growth forced the private school to substantially lower its rates. This experience is offered as an example of the possibilities Cooperation offers in the educational field and with the cooperative door to knowledge thrown open, the masses will have access to a cultural background which otherwise they could not afford to obtain.

The Institute at Bronxville, in Westchester County, has since become aware of the existence of the Cooperative League of America and has become affiliated with the national body.

## VII. COOPERATIVE PRESS, PUBLICATIONS AND COOPERATIVE LIBRARIES.

429. BACKMAN, ALFRED. The Value of the workers' press to the cooperative movement. (Cooperative pyramid builder, (Cooperative Central Exchange), Superior, Wis., Sept.-Oct., 1927, v. 2, no.9-10, pp. 316-317.)  
Av. in N.Y.P.L.

"Educational work," says a writer in the Cooperative Pyramid Builder, "is the ideological basis for the Cooperative Movement. If the membership at large does not understand the fundamental meaning of their organization, their societies will sooner or later become merely business institutions without aim or purpose. The workers' press is the medium through which the masses of the cooperators are able to acquaint themselves with their own movement."

"Furthermore," he observes, "continuous educational work can only be done effectively through publication of some kind. In the Northwest, especially in Minnesota and Wisconsin, "The Tyomies," a Finnish working-class daily paper, has been the center of the educational work of the Cooperative Movement for the past twenty years. The result of this tireless propaganda made it possible to organize a huge majority of the Finnish people of these districts into several hundred cooperatives."

The Thursday issue of "The Tyomies" each week contains several pages of very valuable material on the consumers' and producers' cooperative movements. Practically every society subscribes to this issue of their paper for all of their Finnish membership.

The Cooperative and other workers' organizations throughout the country, concludes the author, should combine their efforts and start a daily press. A workers' daily press is a daily organizer. "The Cooperative Movement needs its own press if it hopes to continue its splendid work for emancipation of the working class from wage slavery."

430. BULLETIN AND MISCELLANEOUS PUBLICATION OF THE COOPERATIVE REFERENCE LIBRARY. Outline of classification adopted by the library. (Cooperative Reference Library, Dublin, Aug., 1914, v. 1, no. 2, pp. 40-46).

This bulletin is an outline of a system of classification for library use adopted by the Cooperative Reference Library of Dublin, Ireland, in 1914.

As the Librarian's report explains, the system used is the "Dewey Decimal System" modified "with the help of the catalogues of the International Institute of Agriculture and the Wisconsin Legislative Reference Library."

431. CAMIN, MAURICE, Ed.-in-chief of the Coopérateur de France. The Press as popular educator. (Review of international cooperation, (International Cooperative Alliance), London, Eng., Oct., 1937, 30th year, no. 10, pp. 403-407).  
Av. in N.Y.P.L.

Mr. Camin begins his article by showing how the importance of the

general Press as a disseminator of education has increased until it now plays a part of first importance with regard to public opinion. Nevertheless, for various reasons, the vast majority of the newspapers and periodicals show some form of bias, and the consumers' cooperative movement is often ignored or calumniated. Cooperators cannot obtain the support of the Press in educating the general public and demonstrating that it is only through association that the consumers will be protected against exploitation, but they can strive to have it recognized that millions of consumers already belong to the Cooperative Movement and that their interests must be considered. It is through its own Cooperative Press that the consumers' movement can undertake popular education, and this Press could be constantly developed if cooperators recognized the urgent necessity for it.

432. CARTER, D.J., Ed. of Dairymen's league news. Sources of material for the cooperative publication. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D.C., 1935, pp. 223-227.  
Av. in Col., N.Y.P.L., N.Y.U., -WA.

It is the contention of this editor that the main purpose of the cooperative publication is to keep the members of the cooperatives well informed on all activities of their association and on all matters of direct interest to them concerning the industry of which their particular cooperative is a part. A well informed membership is a fundamental need in all cooperative endeavor. The cooperative organ is the principal means of filling this need, and regardless of the source or nature of material used it must be kept in mind that this material must be presented from the standpoint of the interest of the hundreds of thousands of farmers who compose that particular cooperative organization.

The first and most important source of material for the cooperative paper is the day-to-day, week-to-week, and month-to-month record of the activities of the cooperative association. These activities may be divided into two general fields: (1) those activities in which the members of the association take an active and direct part; and (2) the official acts of the organization. After that, interest may be aroused in cooperative affairs in the county, state, regional and national organizations. Subjects, such as quality standardization, price variation in prices, market problems, disease or pest eradication, and appropriate legislation should be discussed. General cooperative news and home interest items should be included, and even the field of economics has become important in cooperative publications.

In conclusion it is stated that the cooperative field is rich in news material and it should be shown in as attractive and effective way as possible. One of the fundamentals of cooperative marketing and buying is a well informed membership. It is therefore important that the contents of the publications should be reliable.

433. CAULFIELD, JOHN H. Publicity plans of cotton cooperatives. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D.C., 1931, v.1, pp. 194-196.  
Av. in Col., N.Y.P.L., N.Y.U., -WA.

The writer states that "spot news" is the center of the publicity service furnished by the American Cotton Cooperative Association. This includes items concerning men and women throughout the South, the nation, and abroad, whose work is closely associated with the cotton cooperatives and it gives up-to-date information on the activities of all cotton cooperatives.



Illustrations of various releases are reproduced and the writer shows how the support of editors of farm periodicals, directors of extension service, agricultural commissions and others outside the organization is maintained. "Spot news" from various state cooperatives is distributed. The central office also circulates pictorial matter of current interest.

The educational program of the cotton cooperatives in the public schools is receiving great attention on the basis of "what you do speaks so loud I cannot hear what you say." Films are also being made a part of the publicity program of the cotton planters' organization. They are now held to be definitely educational.

434. COFFEY, DIARMID. The Work of the cooperative reference library. (Colony cooperator, (Llano Cooperative Colony), Leesville, La., Nov.-Dec., 1919, v. 2, no. 2, pp. 6, 14).  
Av. in N.Y.P.L.

The Cooperative Reference Library in Dublin grew out of the activities of the Irish Agricultural Organization Society. Established in January, 1914, it serves variously as a clearing house for the exchange of international cooperative thought, as a research unit, and as a center of Irish cooperative ideals.

Articles appearing in their monthly bulletin, "Better Business," which was first published in 1915, contain information valuable to the entire Cooperative Movement either in Ireland or abroad.

435. COLLINS, LAURA G., chairman, Committee on Education. Report of Committee on education. In: Report of proceedings of the second American Co-operative convention at Cincinnati, Ohio, Nov., 1920, (Cooperative League of America), New York, 1920, pp.141-142.  
Av. in R.S.

The report points out that the Cooperative League of the United States has available a comprehensive set of manuals, leaflets, pamphlets, etc., and a magazine for propaganda purposes which cannot be excelled by any other society, and it suggests that societies furnish to their membership monthly issues of the magazine, "Co-operation." As this magazine comes with the first page blank, it is recommended that the societies print their own local news on this front page. The League's pamphlet "Co-operative Education" is also praised and it is suggested the Co-operative League should have trained educators go into communities which are about to start a co-operative enterprise of any description.

Some form of entertainment for the members is suggested by the committee chairman, and hope is expressed that the societies might obtain as teachers people trained in special departments of Cooperation. Bookkeeping, for instance, should receive special attention when educational branches are being considered.

436. COLOMBIAN, MAURICE. The International labour office and the co-operative movement. In: Year book of agricultural cooperation, 1940, (Horece Plunkett Foundation), London, Eng., 1940, pp.5-9.  
Av. in N.Y.P.L., R.S.

The function of the cooperative service of the International Labour Office is to gather and publish information about the Cooperative Movement for the International Labour Office, as well as for other official international institutions. The Cooperative Service now maintains an active exchange of information with more than a thousand central or representative cooperative organizations in some sixty

countries. Before the War, it was able to publish the tenth edition of the "International Directory of Cooperative Organizations." This was supplemented by a brochure entitled "Cooperative Societies Throughout the World," showing statistics on primary cooperative societies in some hundred countries and territories. Nor is the Cooperative Service the only organization which disseminates such information.

The International Committee for Inter-cooperative Relations strengthens and develops the work for which the Cooperative Service was formed. Other organizations which have served the same purpose are: the International Cooperative Alliance and its auxiliary bodies, the International Confederation of Agriculture, The Horace Plunkett Foundation; the International Institute of Cooperative Studies; and the American Institute of Cooperation. Certain large national organizations, such as those in Great Britain, Sweden, Finland and Switzerland, have devoted great attention to the study of international cooperative problems.

137. COOPERATIVE BUILDER. WPA Project in New York is writing encyclopedia of cooperative movement. (Cooperative Publishing Association, Superior, Wis., Nov., 1938, v.13, no.45, p.6).  
Av. in N.Y.P.L.

This fairly recent article published in the Middle West carries the announcement by a Cooperative League Congress held in Kansas City, Missouri, that a selected staff of somewhat more than 90 WPA workers in New York City is engaged in the preparation of a complete "Encyclopedia of the Cooperative Movement." This Cooperative Project is sponsored by a group of professors of Columbia, and New York Universities and of the College of the City of New York.

The research staff itself is under the direct supervision of Mr. V.J. Tereshtenko, former assistant professor of Cooperation at the Institute of Agricultural Cooperation, in Prague, Czechoslovakia.

The "Encyclopedia," to consist of 500 to 600 digests of selected publications on various phases of Cooperation, will be the first work of the sort ever published in English. Simultaneously under preparation is a complete bibliography of literature on all phases of Cooperation, together with an index card catalogue of all appropriate publications in various languages that are available in New York.

The article also makes mention of the translation from the Scandinavian languages into English of a number of publications which may now be used as text-books and study material for cooperative groups in the United States.

Approaching completion, is an index of all laws in this country pertaining to cooperative associations. According to this source of information, the project is also engaged in a study of aspects of Cooperative Medicine for early publication.

138. CO-OPERATIVE CONGRESS. PUBLICATIONS COMMITTEE. (Report of) Publications committee. In: Sixty-second Annual co-operative congress,... at York, June, 1930, (Cooperative Union, Ltd), Manchester, Eng., 1930, pp. 45-52.  
Av. in R.S.

The Publications Committee report reveals that all its normal activities have expanded, while several new enterprises have been successfully undertaken.

A steady increase in the circulation of the Publications Department's periodicals has been maintained, together with a rise in the cash receipts from their sale. The comparative rate of circulation increase is demonstrated by a statistical table.

The Report includes a list of new publications - booklets, pamphlets, plays, sketches, leaflets, badges and posters. Publicity obtained through the general press is also discussed by the Committee.

Preparation of the International Cooperative Press Directory is announced as completed. The editor represented the Department of the International Press Conference, held at The Hague. At this Conference, the foundation was laid for a permanent international cooperative press organization, which it is believed will produce fruitful results. The Committee wishes to emphasize that it is at the service of all cooperative societies and organizations and is willing to assist as far as possible with advice and practical help.

439. CO-OPERATIVE CONGRESS, PUBLICATIONS COMMITTEE. (Report of) Publications committee. In: Sixty-third Annual co-operative congress,... at Bournemouth, May, 1931, (Cooperative Union, Ltd.), Manchester, Eng., 1931, pp. 51-58.  
Av. in R.S.

The report of the Publications Committee consists of the presentation of data concerning books, pamphlets leaflets and other publications issued during the year 1930 by the Cooperative Union.

Among the books published is a text book, "Working Men Co-operators," which was rewritten and issued as a new edition and another work, "Meri-Ka-Chak," which represents a new line of approach to children's minds. In addition to these, there was issued the "Cooperative Directory" and other publications of a statistical nature. As usual, a number of booklets and pamphlets were issued treating of various phases of the Movement. Leaflets were issued for trade propaganda, and slogan posters to advance the Movement continued to increase in popularity bringing the Cooperative Union a considerable revenue from sales. However, the income from sale of publications decreased from 1929, the decrease amounting to 272 pounds sterling. Periodicals published by the Department are listed.

Information is given on the activities of the Department in connection with the Fifth National Propaganda Campaign which consisted of the distribution of free literature and posters. More than 1,000,000 posters, leaflets or post cards etc., were supplied by the Department in connection with Milk Publicity Week.

The Congress, in a resolution, expressed indignation at the refusal of trade associations in the newspaper industry to allow co-operative societies to supply their members with dated periodicals. They also called the attention of the Government to the existence of a trade monopoly which arrogates to itself (without any form of popular control) the right to issue or withhold licenses to trade and stressed the need for prompt legislative actions to secure free trade in the products of the Press. Copies of the resolution were forwarded to the appropriate authorities and steps were taken to contact every avenue in the newspaper trade.

The Committee reported that its representatives had had several meetings with subcommittees of the Federation of London Wholesale Newsagents and the Provincial Wholesale Newsagents Association, to state the case of the cooperatives in being excluded from newspaper and periodical distribution. This resulted in a formal refusal to consider any alteration of present arrangements which shut out cooperatives from the distribution of newspapers. Although the Publications Committee regrets that no concession has been secured, it feels that useful work has been done in drawing the attention of the Movement to the existence of a monopoly in the dissemination of news.



440. CO-OPERATIVE CONGRESS. PUBLICATIONS COMMITTEE. (Report of) Publications committee. In: Sixty-fourth Annual co-operative congress, ... at Glasgow, May, 1932, (Cooperative Union, Ltd.), Manchester, Eng., 1932, pp. 55-60.

The report of the Publications Committee records a year (1931) of successful activities. An exception to this general success of the committee's efforts, however, was the failure of an attempt to compel trade associations in the newspaper industry to allow cooperative societies to supply their members with dated periodicals. According to a decision of the Restraint of Trade Committee, set up by the Government, the matter was not one for legislative interference but one to be settled between the parties themselves; the real reason for this decision, however, appeared to be the fear that the ordinary method of supply to the public through retail newsdealers would be interfered with.

A number of new publications are included in the report; among them a cooperative taxation guide, the 1932 edition of "The Cooperative Directory," a work on "Cooperative Inter-trading," and various leaflets and posters. A list of posters, folders and other materials for use in the Milk Publicity Week and Cooperators Day celebrations is enumerated.

In addition to its routine work, the Committee states that it has assisted societies - individually and collectively - in many ways as emergency needs arose.

441. COOPERATIVE LEAGUE OF THE UNITED STATES, NEW YORK. Bibliography of books and pamphlets dealing with the cooperative movement and general economics. n. pl. p., n.d. 7 pp.  
Mimeographed.  
Av. in Coop. L.

This bibliography contains a selected list of forty books, government bulletins, periodicals and pamphlets designed to give the student of Cooperation not only a concrete introduction to the principles and development of the Movement, but also a broad background of general economics. The works specifically devoted to Cooperation include books and pamphlets on general aspects of the Movement and on its growth in particular countries (the United States, the British Isles, Scandinavia, Russia and Finland). The works on general economics were selected with a view to acquainting the student with the evils which Cooperation has to combat - excessive profits, quackery, war-mongering, over-persuasive advertising, political pressure groups, and the general exploitation of the consumer.

Under each entry are given the title of the work, its author, publisher, price, and a brief commentary.

442. COOPERATIVE PYRAMID BUILDER. Many books on cooperation published in Russia. (Cooperative Central Exchange, Superior, Wis., Oct., 1928, v. 3, no. 10, p. 315.)  
At foot of articles: From Sept. 29, 1928 issue of Agricultural cooperation, U.S. Department of Agriculture.  
Av. in N.Y.P.L.

"Russia is a rich country," states the article, "as regards books, periodicals and pamphlets dealing with Cooperation. A summary of a recent volume entitled, A Systematic Index of Cooperative Literature, published in U.S.S.R. in 1925-26, gives the titles of 1,007 books and

pamphlets in 1926. In addition to the above, there were published in 1925, 520 house organs and administrative circulars.

"These figures do not include one-page leaflets and cards, of which a great many were printed and distributed. Of the books and pamphlets issued in 1925, more than 10,000,000 copies were printed; and of those published in 1926, more than 6,600,000 copies."

"The issuing of printed matter dealing with cooperation is distinctly a cooperative enterprise in Russia. It is largely in the hands of the non-trading departments of the Russian cooperatives. Most of the central and regional associations, and not infrequently the local associations, maintain printing establishments. There are also purely cooperative publishing houses. Few books on cooperation appear with the imprint of the location of non co-operative publishing firms appearing thereon."

443. COOPERATIVE REFERENCE LIBRARY, DUBLIN. The Nature and object of the cooperative reference library. Dublin, Ireland, n.d. 4 pp.  
Av. in N.Y.P.L.

The Cooperative Reference Library at Dublin was founded in 1914 on the initiative of Sir Horace Plunkett and other leaders of the agricultural Cooperative Movement and was aided by a grant of 4,000 pounds made by the Carnegie United Kingdom Trustees. The purpose of the library is to supply accurate information on the progress and distinctive features of cooperative organizations in all countries to students of the Movement and, more especially, to the field workers of the three agricultural organizations of the British Isles.

The Library has collected material and books on rural economics, on the distributive and industrial aspects of Cooperation, and researches on food production and distribution.

The eligibility requirements for the different types of membership are stated at the close of this monograph.

444. COOPERATIVE SELF-HELP. A Cooperative community library. (Federal Emergency Relief Administration, Washington, D.C., Sept., 1934, v.1, no.3, p.10.)  
Av. in N.Y.P.L.; N.Y.U.-WA.

Every cooperative center should have a community library where its members may develop a vital social and cultural program in order to stimulate interest and enthusiasm. Then, too, it encourages the members to spend a portion of their leisure time for literary pleasure and information.

To cooperatives which cannot finance such an undertaking, the writer suggests canvassing their communities for old magazines and books which can be repaired and freshened up. Some localities have "book-drives"; oftentimes current copies of magazines that have faulty address or too little postage can be secured from the local post office; publishers will sometimes contribute unsold copies of books; and, finally, communication with the Executive Secretary of the American Library Association may reveal further possibilities and sources of inexpensive literature.

This author advises, before collecting a library, to consult the people who will patronize it, and then try to obtain the kind of reading matter that would most appeal if a choice were open.

445. COOPERATIVE UNION, LTD., MANCHESTER, ENG. Books for cooperative students. Manchester, Eng., 1922. 7 pp.  
Av. in Coop. L.

This "order-form" issued by the Publication Department of the Cooperative Union of England gives the title, author and selling price of books for cooperative students. Sixty-one items are listed dealing with various forms of Cooperation in many countries, biographies of cooperators, economics, political control, the controversial problem of local and central government in England, citizenship, commercial arithmetic, business letter writing, elocution, auditing, bookkeeping, cooperative management and agricultural cooperation.

In general, the reading list is concerned with works published in English, but references in foreign tongues are included where translations are not available.

446. COOPERATIVE UNION, LTD., MANCHESTER, ENG. Cooperative union publications. Manchester, n.d. 8 pp.  
Av. in Coop. L.

The Cooperative Union, Limited, of Manchester, England, has published a list of its publications giving the title of the book, the author, price and mailing costs. They are classified as follows: twelve books on business, six on politics and economics, six on the income tax, five new books about salesmanship, two pertaining to cooperative apprenticeship and six dealing with cooperative plays. Two publications are report forms, three are journals and five consist of various legal forms. An order blank is attached for convenience of the reader.

New books include The Cooperative Directory, 1934; Cooperation by F. Hale and W.B. Watkins; British Cooperation Today, by several cooperative specialists; Dividends on Cooperative Purchases by J.A. Haug; and The Economic Advance of British Cooperation by H.J. Twigg, third edition, revised.

447. COOPERATIVE UNION, LTD., MANCHESTER, ENG. A List of books, pamphlets and leaflets on cooperation and allied subjects. Manchester, 1923. 56 pp.  
Av. in N.Y.P.L.

Contents: Preface - p. 1. Part I. Leaflets and Pamphlets: Sec. 1. Cooperative Administration - 5; 2. Cooperative Agriculture - 7; 3. Cooperative Banking - 8; 4. Cooperative Biographies - 8; 5. Cooperative Inaugural Addresses - 9; 6. Cooperative Defense - 10; 7. Cooperative Education - 11; 8. Cooperative Employment - 14; 9. Cooperative Finance - 15; 10. Cooperative Housing - 16; 11. Cooperative Plays and Sketches - 16; 12. Cooperative Production - 17; 13. Cooperative Propaganda - 17; 14. Cooperative Representation - 19; 15. Societies and Taxation - 22; 16. Cooperative and Social Problems - 24; 17. Cooperative Trade Unionism - 25; 18. Credit Trading and Emergency Funds - 26; 19. Easter Week-End Lectures and Addresses - 26; 20. General Cooperation Survey - 27; 21. International Cooperation - 27; 22. Lectures for Cooperative Secretaries - 29; 23. Legal - 29; 24. National Cooperative News Guild - 32; 25. Overlapping and Amalgamation - 32; 26. Prize Essays - 33; 27. Popular Series - 33; 28. Raw Material and Prices - 34; 29. The Cooperative Union - 34; 30. War and After War Problems - 35; 31. Women and Cooperation - 35; Unclassified - 36. Part II. Books and Booklets: Sec. 1. Cooperation - 38; 2. Biographies - 42; 3. History - 44; 4. Economics - 45; 5. Citizenship - 48; 6. Politics - 49; 7. Education - 50; 8. Public Speaking and Elocution - 51; 9. Administrative Technique - 52; 10. Songs and Music - 52; 11. Unclassified - 53; 12. Stationery, etc. - 54.

This is a list of books, leaflets and pamphlets on Cooperation and allied subjects either published or offered for sale by the General Publications Department of the Cooperative Union, Ltd., Manchester, in 1923. It is stated that, in addition to the publications listed,



others are held in stock and are available on application.

The list is divided into two parts - leaflets and pamphlets and books. Each part is subdivided into subject sections. Given are the author, title, date of publication, number of pages, and price. Most of the publications are in English, but some are printed in Welsh and Gaelic.

448. DUTCH, GEORGE FREDERICK. Menace of the capitalist press. (Co-operative news, (Cooperative Press, Ltd.), Manchester, Eng., June 23, 1934, no. 790, n.s., pp. 9, 12.)  
Av. in N.Y.P.L.

This article comprises a prize essay won in the Brownbill Memorial Competition which was initiated in memory of George Brownbill, former president of the National Cooperative Publishing Society.

The essay gives the status of the English press of a hundred years ago, and compares it with the capitalist press of today whose aim is to produce a newspaper for profit rather than for use - the very opposite of the true cooperative principles which is for use and not for profit.

The writer contends that the cooperative press has a moral purpose, although limited in influence and unknown by many. He mentions the changes in the last three decades, and suggests that cooperators (in order to expose and confound the enemies of the Cooperative Movement, and become master of the news-agency business) must have a Press of their own, financed and supported by the wholesale and retail societies, and wholly independent of proprietary interests.

449. FLANAGAN, J.A., Editor-in-chief, National cooperative publishing soc. Cooperative democracy and the press. In: British co-operation today, (British Co-operative Union), Manchester, Eng., 1934, pp. 151-173. With illus.  
Av. in N.Y.P.L.

In his introductory remarks the editor states that the function of the Cooperative Press is to produce cooperators and that function has been exercised by publications issued by them for 113 years in Great Britain. It is the writer's contention that the Movement owes its existence in its present form and magnitude to the productivity of the cooperative publications and press of the past century.

From 1769 until 1821, various groups practiced Cooperation in various forms without - so far as can be traced - any printed aids. It was in 1821 that Owen's crusade prompted a resort to the printed word. The "Economist" was the first journal whose express purpose was to carry the gospel of Cooperation. It ceased publication in March, 1822. In 1826, the "Cooperative Magazine and Monthly Herald" made its appearance. In 1828, Dr. William King of Brighton began his "Cooperator," the first periodical of that name to be issued. The aim of this publication was to show the working people how they might improve their status by Cooperation. It aroused interest in Brighton and every other district and societies were established in Halifax, Birmingham, Chester, and Brighton.

Other such early cooperative publications were "The Associate," begun in 1827; "The Cooperative Miscellany," from Kent; "The British Cooperator" established in 1830; "The Weekly Free Press"; "The Crisis," which was started in 1832 by Owen himself; "The New Moral World"; "The Lancashire and Yorkshire Cooperator"; "The Birmingham Cooperative Herald"; "The Oracle of Reason," "The People's Review," and others. The last of the Owenite papers was "Robert Owen's Journal." Failure marked most of these early efforts in journalism.

In 1858, the Manchester Equitable Society began its "Cooperator," promoted by Henry Pitman and conducted entirely by cooperators. This publication was instrumental in the establishment of the now giant Cooperative Wholesale Society. In 1863, John T. McInnes established "The Scottish Cooperator" which, in turn, was instrumental in the establishment of the Scottish Cooperative Wholesale Society in 1868. However, the Movement as a whole was rapidly awakening to the need for a cooperative newspaper that would be national in its comprehension and cooperatively owned. As a result of a resolution passed by the Congress of the Central Board (now the Cooperative Union) at a meeting in Manchester in 1870, the North of England Newspaper Company, Limited, was launched. The committee of this new society comprised some of the most notable cooperators in the North of England, such as Edward Hobson, William Nuttal, James Crabtree, J. C. Edwards, James Dyson, John Hilton, Abraham Greenwood. The society published the first editions of the "Cooperative News," - described by Holyoke as the perfect cooperative newspaper, on September 2, 1871. The history of this sheet and its editors - R. Bailey Walker, J.C. Farn, Samuel and William Benford - are given in brief. Recent publications such as the Clarion, Millgate News, Our Circle, Women's Outlook, Reynold's Illustrated News, The Wheatshaf, The Producer, The People's Year book, The Cooperative College Herald, Cooperative Educator, The Cooperative Review, The Review of International Cooperation, and others, are mentioned.

In conclusion, Mr. Flanagan observes that the moulding of public opinion by the cooperative press is handicapped by the fact that "the total sale of weekly cooperative newspapers amounts to less than half a million copies per week while the non-cooperative papers sell 80 million copies per week." In the cultivation of cooperative opinion the movement is, therefore, seriously handicapped. In studying these comparative figures, cooperators will realize that much must yet be done to win public opinion over to the support of the Cooperative Commonwealth as a vital force in the nation.

450. FOX, R.M. The Cooperative reference library. Dublin: an explanation and an appeal. Dublin, Ireland: The Cooperative Reference Library, circa 1916. 8 pp.  
Av. in N.Y.P.L.

The Cooperative Reference Library, founded in 1914 through the initiative of Sir Horace Plunkett and other leaders of the agricultural Cooperative movement, has the following functions: to furnish information on cooperative activities, principally on the Continent and in America; to issue educational and informational circulars to be sent to cooperative societies; to help the I.A.O.S. organizers solve problems resulting from a lack of knowledge in particular subjects; and to relieve the societies' executive staff by answering inquiries from all parts of the world on the Cooperative movement.

This library at Dublin has specialized in books on Cooperation, with particular references to rural problems. Mr. Fox appeals to all cooperative societies to support it, pointing out that failure to do so means that the initial work must be repeated, since an organization of this character has become a necessity.

451. GANNETT, FRANK E. The Press and the cooperatives. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D.C., 1935, pp. 234-235.  
Av. in Col., N.Y.P.L., N.Y.U.-WA

A great newspaper publisher, making an analogy between newspapers and the agricultural cooperatives, states that newspapers have much in



common with agricultural cooperation. The Associated Press itself is a cooperative organization which furnishes news to the various editors or publishers who are members. This service is given at cost, which cost is prorated in proportion to the size of the newspapers and the amount of matter printed.

The functions of the newspaper are (1) the dissemination of information, and (2) the expressing of opinions and carrying on leadership in the realms touched by the news. A newspaper man must first think in terms of news and then comment on the news; policy is determined by the interests of men and women. Publishers realize that agriculture and farms make news and big news and they cannot ignore it any more than they can ignore the news of other business and social enterprises but the cooperatives must first make news. "The best formula I have ever heard for getting publicity," states publisher Frank E. Gannett, "is do something, then tell about it. Activity always makes news. When cooperatives have their annual meetings, news is made. Reports of cooperative activities constitute news."

Mr. Gannett urges the establishment of friendly relationships with newspaper men, saying: "Let them know when the organization is undertaking any unusual activities; and ... do not forget to let them know what happened at the meeting once it is held."

452. GJÖRES, AXEL. The Co-operative press in Sweden. (Review of international cooperation, (International Cooperative Alliance), London, Oct., 1938, 31st year, no.10, pp. 479-484). Av. in N.Y.P.L.

A survey of the cooperative press in Sweden should extend back to the 1860's when there were important efforts toward the Cooperative Movement in Sweden, and a paper called "Arbetaren" (The Worker), edited by Axel Krook, a liberal journalist and author, was published for some years. Mr. Gjöres, however, says that such efforts must be said to have only a "prehistoric" interest.

The First General Cooperative Congress in Sweden, held in September, 1899, not only founded the combined Cooperative Union and Wholesale Society of Sweden, but advocated a publication which should make known the cooperative ideals. G. H. von Koch, Secretary of the Congress commenced a monthly publication, "Social tidskrift" (The Social Journal) which dealt with various questions of social reform, including Cooperation. Although good work was done by this periodical, it was thought to be insufficient, and the Congress of 1903 started a monthly paper called "Kooperatören" (The Cooperator).

"Kooperatören" reached its highest circulation in 1912, (14,000), but then declined, and the Congress of 1913 decided upon a reorganization of the cooperative press. "Kooperatören," which had been issued three times a month, and contained long discursive articles, was changed into a monthly review, and a new journal, "Konsumentbladet" (The Consumers' Journal), later known as "Vi" (We), was started in 1914. "Vi" had steadily increased in circulation, spurred on by various improvements which had been made in its format. By 1930 the circulation reached a figure corresponding to 80.6 per cent of the total membership and now, Mr. Gjöres writes, 90 per cent of the really active membership received the paper. "Kooperatören", which has a circulation of 6,100 copies, goes principally to persons occupying leading positions within the cooperatives.

There are now numerous other publications. They include "Var Tidning" (Our Paper) which is especially devoted to shop assistants in the cooperative societies, "Vi Vill" (We Will), a special paper on internal educational work, "Dagordningen" (The Agenda), issued for guidance of committees in Society matters, and "K.F.'s Medlemsblad", a publication for members issued by the Association of Cooperative Officials.



453. HARPER, J.D., Ed. of National livestock producer. Source materials for copy in cooperative papers. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D.C., 1931, v. 1, pp. 160-163.  
Av. in Col., N.Y.P.L., N.Y.U.-WA

Mr. Harper states that the Agricultural Marketing Act has focused attention upon the cooperatives, and papers catering to the Movement should take advantage of it to offset the competition they have to meet from the radio and from other farm publications and other sources. He comments on the fact that cooperative papers have previously confined their material to affairs of organization, disseminating market information, buying and selling, and trends and prices. He suggests as other sources from which the editor can secure material: stories of successful cooperatives; governmental and state educational institutions which are studying marketing; research departments of different industries allied to a commodity product on the market; market news and market outlet; economics of the United States Department of Agriculture and the Federal Farm Board; agricultural departments of railroads; publicity and public relation departments of various corporations; and research departments dealing with commodities, figures and facts.

Instead of confining themselves to affairs of organization and news of the market, they should widen the scope of information, reporting on the studies in marketing being carried on under government auspices as well as the industrial research by private organizations in the commodities produced by the cooperatives. Papers should introduce the "human interest element" with stories of successful cooperatives, carry on contests for improved standardization, and encourage actual correspondence of their readers with the editors.

454. HASLAM, JAMES. Plea for a more popular press. (Cooperative review, (Cooperative Union, Ltd.), Manchester, Eng., Jan., 1929, v. 3 no. 1, pp. 27-30.)  
Av. in R.S.

Newspaper enterpriser in the Cooperative Movement has failed to gain the success enjoyed by private journalism because it has not produced the kind of publications the people appear to want.

Cooperative journalism, says the English author, must shape its methods to suit new times. Literature of every kind must be published by the Movement, and be distributed both through the ordinary channels of trade and through cooperative news agencies. The services of the popular writers and artists, whose work has won a large circulation for the capitalistic press, should be bought for the cooperative press.

In addition, new methods (often the cooperative news agencies) should be developed to sell cooperative literature. Through such means, it is asserted, the Cooperative Movement will be able to appeal directly to millions of cooperative families, constituting nearly 30 million men, women, and children, whose knowledge of cooperation is now rudimentary.

455. HINSHAW, KENNETH, Ed. of Eastern farmers exchange. Cooperative education, now. (Cooperative marketing journal, (National Cooperative Council) Washington, D.C., and Richmond, Va., Nov., 1934, v. 8, no. 6, p. 172.)

It is this editor's opinion that more people in the United States (since 1929) are becoming familiar with cooperative principles and are acquiring faith in the cooperative system. Since the economic depression they have seen the principles applied successfully in many lines of business. Therefore, this is an opportune time to stress

cooperative education. Furthermore, since the Movement has been promoted in this country on a conservative scale, any general program of expansion can be based on constructive education rather than on radical agitation.

To conduct an effective educational campaign, Mr. Hinshaw suggests that associations engage a competent press agent and a capable educational bureau. Also to give the Movement more publicity (especially through periodicals issued by the various associations, the editors and other medium), he concludes that, by applying these forces, the fundamentals of the cooperative system can reach a majority of the people who may ultimately give Cooperation a place in the economic world more important than it now occupies.

456. HINSHAW, KENNETH, Ed. of Eastern states cooperator. - The Make-up of the cooperative's publication. In: American cooperation; proceedings, (American Institute of Cooperation), Washington, D.C., 1935, pp. 228-231.  
Av. in Col., N.Y.P.L., N.Y.U.-WA

In composing a cooperative publication, the person responsible should coordinate his work with certain other factors which the editor of "The Eastern States Cooperator" discusses in this article.

He feels that the make-up men should have clearly in mind the purpose for which the periodical is intended. This, the author classified as (1) to disseminate membership news; (2) to present propaganda of a promotional and educational nature; (3) to present propaganda and educational material in the form of news; and (4) to augment propaganda and educational material with an editorial quality lacking indirect items of information.

The financial appropriation has a good deal to do with the make-up. Three approaches stressed are: low unit cost of the publication; aiming for conservative cost in relation to the organization's gross business; and placing emphasis on the objective of the publication. Then (guided by the limitations of clientele and expenditure) select the form that will best serve the association's needs, such as letter, circular, bulletin, newspaper or magazine. The next step to consider is the best way of reproduction. Although there are accepted forms for publications that cannot be disregarded, the make-up men must use his individuality to create something which will assume a living quality. Finally, the success or failure of the make-up men is dependent upon his skill in making the publication gain interest and create that style and personality of the periodical which expresses itself in charm of appearance, graphic quality and vigor of expression.

457. HINSHAW, KENNETH, manager, publicity dept., Eastern states farmers exchange. One cooperative's publicity program. (Cooperative marketing Journal, (National Cooperative Council), Washington, D.C., and Richmond, Va., May, 1932, v.6, no. 3, pp. 95-97.)  
Av. in Col.

The mission of the Eastern States Farmers Exchange, one of the largest cooperative purchasing agencies in the country, in publicity and advertising of their organization is three-fourths educational and one-fourth genuinely promotional, says this article. Three times as much goes to educate the members in better farm management as is expended in persuading them to use specific commodities.

In 1930, publicity cost 20.26 cents a ton of feed, fertilizer and seed. In 1931 it cost 18.34 cents per ton. While the tonnage was increasing the publicity cost was going down. This investment brought to the 38,000 members the "Eastern States Cooperator," a

monthly magazine, plus letters, booklets, fair exhibits and circulars. The cost to each member was only \$1.28 in 1931 for all these items, the figure including all staff expense at headquarters.

458. HOOD, ROBIN, Ed. of Cooperative Journal, secretary-treasurer, National cooperative council. The Job for cooperative publications. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D.C., 1935, pp. 217-222.  
Av. in Col., N.Y.P.L., N.Y.U.-WA.

Mr. Hood suggests that publications issued by farmers' cooperatives should print cooperative information only, and not attempt to copy "general farm papers."

The editor must understand the members' point of view and should give them what they really want. He should write about problems confronting the organization, afford information about marketing, activities of other cooperatives, and general news of interest to cooperators. Mr. Robin says that the associations' correspondence with its members often contains pertinent information. To make the publication interesting and appealing, he suggests the use of attractive headlines, pictures and boxes in lieu of the commonplace appearance of the standard farm journal.

459. HOOD, ROBIN, Ed. of Cooperative marketing Journal. The policy of a cooperative paper. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D.C., 1927, v.4, pp. 787-797.  
Av. in C.C.N.Y., Col., N.Y.P.L., N.Y.U.-WA.

The purposes of cooperative papers are herein summarized as giving an accounting of the management to the members, who are the owners of the cooperative; advocating plans which will make the cooperatives more efficient and successful; and the teaching of cooperative principles and practices. A cooperative paper should strictly adhere to its function of making the organization effective and not stray in by-paths. It should educate the members rather than preach to them -- it is its task "to develop a cooperative morale", states the author. The editors should first know what their attitude is going to be and what general policy they will follow; they must have a mental image of the prospective reader and write for him, telling him things in a language that he will understand without undue effort.

Whether cooperatives should accept advertising, and if so, what kind is a question to be decided by the cooperative journal, he continues, and he then describes certain publications for which the acceptance of advertising "is accepting charity." In a following discussion it was suggested that a survey be made to determine whether cooperative publications should carry paid advertising; other questions covered in the discussion included testimonials, psychology of building up circulation, development of interest, relationship with weekly papers and the information concerning publications that was requested by Mr. R.H. Elsworth representing the Division of Cooperative Marketing. He suggests that cooperators indicate the city or state in which the publications are published; show the legal name of the association; the name of the editor. The giving of facts instead of general information is urged in preparing articles for publication in a cooperative paper.



460. HORACE PLUNKETT FOUNDATION, LONDON, ENG. Announcement: the Co-operative reference library. London, circa 1925. 4 pp.  
Pages unnumbered.  
Av. in R.S.

Printed about fifteen years ago, this leaflet of English origin announces that the Horace Plunkett Foundation has "undertaken the administration of the Co-operative Reference Library in their London Office." This institution was created for Ireland in 1914, for the purpose of providing complete information upon all forms of cooperation, primarily for those engaged in the work of reorganizing Irish agriculture along cooperative lines, embracing the industrial as well as the agricultural movement.

At the request of the "Conference on Agricultural Cooperation in the British Empire" (at Wembley in 1924), the trustees of the Horace Plunkett Foundation established in their London office a "Clearing House of Information" for all agricultural cooperative organizations in Great Britain and its Dominions overseas.

461. INTERNATIONAL COOPERATIVE ALLIANCE, LONDON, ENG. International directory of the cooperative press. London, 1909. iv, 44 pp. With tables.  
Also 4 unnumbered pages.  
Av. in Col.

Contents:- Preface - p. iii. I. List of the Cooperative Press - 1; II. Supplement - 38; III. Additions Thereto - 40; IV. Cooperative Press Classified According to the Publishing Organization - 41; V. Cooperative Press Classified According to the Nature of the Publishing Organizations - 45; VI. Cooperative Press Classified According to Circulation - 46; VII. Cooperative Press Classified According to Year of Foundation - 47; VIII. Cooperative Press Classified According to Frequency of Appearance - 48.

This directory, published by the International Cooperative Alliance, contains a list of the current (1909) periodicals devoted to the cooperative movement. It is intended to serve as a supplement to the "International Cooperative Bibliography" issued by the Alliance in 1907.

In 1909, according to its data, 146 cooperative periodicals were being published throughout the world. Fifty-four of these were in English, 26 in German, 14 in Italian, 10 in French, 9 in Dutch, and 8 in Spanish. There were also 6 in the Scandinavian languages and 3 organs each in Finnish, Polish, Rumanian, Russian, and Hungarian tongues. Two papers were published in Czech, one in Bulgarian, and one in Serbian. Of these 146 publications in aggregate, 58 were started after 1901.

The periodicals are listed by country. The name of the publishing organization, the editor, subscription rate, date of first appearance, circulation and comments are given for each publication. Eighty-four of the 146 publications were published monthly.

At 1909, it was estimated that the total regular circulation of all publications listed was upwards of 1,500,000 copies.

462. INTERNATIONAL COOPERATIVE ALLIANCE, LONDON, ENG. International directory of the cooperative press. London, 1927. 77 pp. With appendices, tables.  
In three languages, English, French, German, in parallel columns.  
Also 3 unnumbered pages.  
Av. in Coop. L.

This is the second edition of the "Directory of the Cooperative Press." In the preface, Mr. H.J. May (General Secretary of the International Co-operative Alliance) recounts the remarkable development and progress made by the Cooperative Press of 34 countries affiliated with the International Co-operative Alliance. The particulars contained in the present directory have been collected by a careful inquiry addressed to the National Cooperative Organizations in the 34 countries. The first directory published in 1909, showed a total of 146 cooperative journals with a circulation of 1,458,856 copies in 20 countries. The present edition (1927) presents a list of 1,000 journals with a total circulation of nearly five and one-quarter millions in 31 countries.

Tables constituting the appendix to this list show the relative importance of the cooperative press in various countries to publications generally.

That of the year of foundation reveals that a considerable proportion of these journals have been established since the War. Of the 146 journals included in the 1909 directory, only 40 were still in existence, while 326 new organs have been added. Only two countries have grappled with the problem of a daily paper - Switzerland with one, and the U.S.S.R. with three daily issues. All other countries publish weekly or monthly journals. This directory is published in German, French and English for international convenience.

463. KEEN, Hon. GEORGE, Ed. of Canadian cooperator. Shall cooperation be cheesened? (Cooperation, (Cooperative Education Bureau), Minneapolis, Minn., May, 1911, v. 3, no. 2, pp.83-85.)  
Av. in N.Y.P.L.

A Canadian editor of a contemporary journal calls for support of the magazine "Cooperation," the official organ of the Advisory Board and Cooperative Education Bureau of the Right Relationship League of Minneapolis, by the members of all affiliated cooperative organizations. "Cooperation," he maintains, "is essential to the successful growth of the existing societies as well as the development of the Cooperative Movement generally - it should continue to improve in its literary value and circulation; until it can be issued weekly."

Education is the life blood of the Cooperative Movement, and its periodicals are the most efficient vehicle for imparting knowledge to the rank and file. The societies should be educated to its full value; in addition, they should contribute money for its support in order that it may continue the cooperative propaganda that has proved so successful.

464. LATHAM, GEORGE B., advertising manager, Texas cooperative news. Financing the cooperative paper largely through advertising. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D.C., 1931, v. 1, pp. 173-176.  
Av. in Col., N.Y.P.L., N.Y.U.-WA.

There are many standards and principles of publishing as well as editorial aims and policies that a cooperative paper must adhere to in order to be considered an advertising medium. Advertising must be written in such a manner that it will give the advantages of the commodity or industry that it represents; it must provide authoritative facts on the subject; it must assume responsibility for opinions; and, finally, it must maintain the interest of its readers. In other words it must educate its former readers in a vast number of allied interests.

In order to finance a cooperative organ through advertising, it

is necessary to gain the cooperation of the extensive advertisers who subscribe to space in agricultural publications. It is also essential that the paper sell itself to the cooperative organization that it represents as well as to the advertiser.

465. LOWRY, O.M., Ed. of Texas Farm bureau news. Shall we make the cooperative publication self-supporting? In: American Cooperation: proceedings, (American Institute of Cooperation), Washington, D.C., 1929, pp. 259-265.  
Av. in Col., N.Y.P.L., N.Y.U.-WA.

The cooperative publication, according to the author, occupies a most important place in the progress of the Movement chiefly because upon that publication falls the task of maintaining membership morale and regular contact between the association and its members, bringing to them the plans, policies, activities, of their association, and keeps them abreast of those matters in which they are directly and financially interested as well as matters of interest allied with their farming operations. The official publication is also used in field service work as an opening wedge or contact with prospective members. It has an educational effect when distributed to bankers and business men whose influence means much to the success of the Movement and whose support must be enlisted.

Mr. Lowry feels that it should be the effort of cooperative association managements to give their thought and consideration to the adoption of such plans and policies as will make possible their official organs being self-supporting. An explanation is given as to how this might be done - giving as an example an account of the Texas Farm Bureau Cotton Association and how it made its official paper independent of organization subsidy.

466. MARQUIS, J. CLYDE, in charge, Div. of information, Bureau of agricultural economics. Economic information for cooperative organizations. (Agricultural cooperation, (U.S. Bureau of Agricultural Economics, Dept. of Agriculture), Washington, D.C., June, 1923, v. 1, no. 13, pp. 1-3).  
Av. in Col.

This article deals with the necessity for more economic information for cooperative organizations dealing with the facts of production, distribution, and consumption. This necessity, the author points out, is due to the growth of cooperative organizations. While the local market news agency is entirely adequate for the individual farmer, the cooperative association which deals with larger quantities of products and needs to consider facts which the individual producer may ignore, must necessarily have not only the usual market information and a general knowledge of price trends, supply, demand, stocks, movement, etc., but also trading information which shows the trend and policies of other cooperatives, private traders and foreign markets.

The Departmental author points out that information is available for cooperative associations from various agencies of the Government on production, distribution, information in trade channels and storage, consumption, domestic and foreign, prices and price trends and general economic influences which affect production, distribution and consumption. He touches briefly on what managers of a cooperative selling organization must know, and he concludes with a brief discussion of the Department of Agriculture publications, pointing out that the principal publication of the Bureau of Agricultural Economics is "Weather, Crops and Markets," issued weekly at Washington.



467. MARQUIS, J. CLYDE. Features of a good co-op paper. In: Proceedings of Fourth national cooperative marketing conference at Washington, D.C., Jan., 1925, (National Council of Farmers Cooperative Marketing Associations), Washington, D.C., 1926, pp. 161-162.  
Av. in N.Y.P.L.

Read at a farmers' marketing conference in 1925, this article enumerates the characteristics of a "good cooperative paper" as one that "sticks close to its task ... should not be padded and of which ... the editor must keep the objectives of the associations before him."

Mention is made of the Oklahoma Cotton Grower, the prize winner of the Lowden Trophy in a contest to determine the cooperative organ adhering the closest to the fixed standards. Honorable mention is given to several other cooperative papers for meritorious features.

468. MERCER, T.W. Cooperation in public libraries: opportunities that we neglect. (Cooperative news, (Cooperative Press, Ltd.), Manchester, Eng., Mar. 28, 1936, no. 382, n.s., p.2.)  
Av. in N.Y.P.L.

The author, through personal observation, has noted the extreme lack of books on Cooperation in London libraries and other libraries located in different parts of England.

The suggestion is made that the cooperatives demand the inclusion of such books in their local libraries. They might to advantage present them with collections of works on this subject. The latter practice would stimulate the sale of cooperative literature, with coincident preparation of new literature appropriate to the Movement.

469. MERCER, T.W. The Cooperative press and its development. Manchester, Eng.: The National Co-operative Publishing Society, 1927. 18 pp.  
Av. in Coop. L.

Mr. Mercer enlarges upon the power of the press in modern times. In so doing, he presents the need for support and encouragement of the organ published by the National Cooperative Publishing Society.

With the voter depending almost entirely upon the newspaper for his information, the situation is that, "Those who control the press have power to rule the world."

Capitalists and politicians contrive to so manipulate the news as to present - through the medium of the press - a mass of misinformation calculated to sway opinion in their favor and to their profit. Since the Cooperative Movement is directed at the abolition of these practices, the capitalist-controlled press is a formidable enemy which must be fought to a standstill before the Movement can make great progress in the fulfillment of its program. Cooperative societies should therefore work to increase the circulation of "The Cooperative News," as an offset to the subsidized press of Great Britain.

470. MONTHLY CIRCULAR OF THE LABOUR RESEARCH DEPARTMENT. Co-operative newspapers. (London, Eng., Mar., 1919, v.4, No.3, n.s., p.19.)  
Av. in Col., R.S.

This is an item of information reporting the adoption of important proposals with regard to the Cooperative Press at meetings of the Cooperative Newspaper Society and the "Scottish Cooperator" Newspaper Society, respectively.

The intention is to establish a National Cooperative Newspaper and Publishing Society "to develop the newspapers and literature of the movement." The present special Scottish edition of the "Cooperative News" is to be discontinued, and the "Scottish Cooperator" is to become the Scottish edition of a new national weekly to be published by the National Society if the proposal becomes of effect.

471. O'DONOVAN, Rev. J. Village libraries. Dublin, Ireland: Irish Agricultural Organization Society, Limited, 1902. 16 pp.  
Reprinted from the Irish Homestead.  
Av. in R.S.

"Since the Cooperative Movement in Ireland (1902) has achieved definite results in increasing the wealth of the country, the time has come when a practical step may be taken to push forward the intellectual and social side of the Movement - Cooperation has higher aims than the mere production of wealth." With this in mind the clergymen proposes to organize a small library in each parish in connection with every cooperative society, which would "have to change an unlitrary people," in order to bring about success.

A sum of 10 pounds sterling is requested from all cooperative societies for the formation of such libraries which would give new life to the dying national spirit, revive the Celtic language.

These collections would include the best books on agricultural and industrial development. The pamphlet contains rules for a parish circulating library, and a suggested list of one hundred books best suited as a beginning for the proposed libraries of village cooperative societies.

472. OFFICE FOR EMERGENCY MANAGEMENT, CONSUMER DIVISION, U.S. DEPARTMENT OF AGRICULTURE. Consumer knowledge builds defense: a selected bibliography of available pamphlet materials. With foreword by Harriet Elliott. Washington, D.C., 1941, 11, 62 pp. (Bul. no. 11.)  
Mimeographed.  
Av. in Coop. L.

Harriet Elliott, Consumer Commissioner, in a brief foreword, explains that her bibliography is confined to available pamphlets, mostly government publications. It contains non-technical material, principally, presented in a readily usable form. "In the cases of a few technical bulletins which have been included, the specialized nature of the content is indicated. Bibliographical and periodical material has been listed at the ends of the subdivisions or sections into which its subject matter properly falls." Reference is often made to the selected bibliography, "Materials for Consumer Education" prepared by the Consumers' Council Division, U.S. Department of Agriculture, a publication which is designed principally for teachers in the field of consumer education. The present bibliography has been prepared to guide groups and individuals to the information which can provide a foundation for effective action. For, the writer says, "the task of strengthening living standards is an essential part of the program of total defense. It is a task which calls for intelligent action by well-informed groups and individuals."

In the bibliography, 198 pamphlets and bulletins are listed. Of these, ten numbers (175-184) deal specifically with Cooperation. Other material concerning cooperatives or quasi-cooperatives is distributed throughout the book without mention being made of their cooperative nature. An example in point is the description of a pamphlet on the Greenbelt development which discusses the reasons for setting up the three Greenbelt Communities, how the towns were planned, the

laying out of the communities, schools, costs, operation and management and community life.

The booklets listed specifically under cooperatives are: "A Guide for Members of REA Cooperatives", published by the Rural Electrification Administration; "Consumer Cooperatives," a report of the Committee on Cooperatives, 1939-40 of the National Service; "Bureau of Cooperative Medicine;" "Organization and Management of Consumers' Cooperative Associations and Clubs;" "Bureau of Labor Statistics, Bulletin No. 598;" "Refrigerated Food Lockers; A New Cooperative Service", by L.B. Menn, Circular No. C-107. Farm Credit Administration; "Shifting Into High" Circular No. 1; Credit Union Section, Farm Credit Administration; "The Problem of Cooperative Medicine," by V. J. Toroshtenko, Co-operative Project, Works Progress Administration; and "You and Your Coop" Series, Farm Credit Administration.

473. PRZEGALINSKI, B., director, Cooperative research institute, Warsaw. The Press as an impulse to international cooperation. Review of international cooperation, (International Cooperative Alliance), London, Eng., Nov., 1937, 30th year, no. 11, pp. 475-481.) Av. in N.Y.P.L.

Contents: I. Development of the Co-operative Press - pp. 475; II. The Co-operative Press as a Factor in the Development of World Cooperative Collaboration - 478. Conclusion - 479.

The strength of the Cooperative Movement rests on the fact that it has been able to inspire faith in its ideals in men of all races, all nationalities and all beliefs. The modern cooperative press, therefore, must spread a knowledge of cooperative principles to all classes. The defence of the general interest, identical with that of the consumer, is the main foundation of the international collaboration of cooperative organizations. The rebirth of tendencies towards monopoly and self-sufficiency has led to various unfair attacks against Cooperation which must be fought by the cooperative press.

Mr. Przegalinski stresses the necessity of international relations between the cooperative press organs. He refers to such activities as the Press and Propaganda Exhibition at Stockholm in 1927, and the first special conference of the cooperative press at the Hague in 1929, to show how contacts between the cooperative journals have been maintained. Many suggestions have been made during the discussions held at the press conferences, and Mr. Przegalinski concludes his article by listing a few of them. These are: study weeks or week-end schools for the press; exchange of young journalists between the countries; a translation bureau and a periodical list, which would increase the benefits derived from the existing custom of exchanging cooperative publications between various countries; the organization of an international exchange of contributors; the establishment of an international photographic service; the establishment of an international telegraphic press agency owned by the cooperative press.

474. REVIEW OF INTERNATIONAL COOPERATION. The Growth of the world co-operative press. (International Cooperative Alliance, London, Jan., 1938, 31st. year, no. 1, pp. 25-30.) With table. Av. in N.Y.P.L.

The Fourth Edition of the International Directory of the Co-operative Press, published by the International Cooperative Alliance, July, 1937, followed the Third Edition after an interval of seven years. Although there have been changes in the countries listed by the Directory, these do not effect the main conclusions which can be drawn from



a comparison of the two editions. The total circulation in 1936 of 726 journals in 31 countries was nearly nine and a half million, whereas the Third Edition had shown a total circulation of eight and three-quarters million for 1,009 journals in 33 countries. This gain in circulation was made despite the fact that 57 U. S. S. R. journals and the German "Volksblatt," with a circulation of 900,000 and one and a half million, respectively, are not included in the Fourth Edition. In almost all countries, the rise in the circulation of periodicals has been proportionately greater than the increase in the membership of cooperative societies. The table included with this article shows, for example, that the Japanese journal "Ihe no Hikari" increased its circulation from 65,000 to 1,325,000, whereas the membership of Japanese cooperative societies increased from 4,743,000 in 1920 to 6,170,000 in 1936.

The number of periodicals published in the separate countries depends in large measure upon the state of development of the cooperatives. In the countries where the Movement is new, progress is accompanied by the appearance of new journals, but where the Movement is mature, consolidation takes place, particularly in the consumers' movement. Another tendency is to replace local periodicals with localized issues of national organs. Apart from these developments, there are also being issued, in increasing quantities, special organs answering to the needs of different classes of employees, and journals catering for professional and other special interests. An example of the first is a special supplement of Cooperative Information in the French "L'Action Coopérative", and of the second, the Argentinian journal "El Cooperador Dental" (The Dental Cooperator). There has also been a considerable increase in the journals published by the producers' societies, particularly the agricultural cooperative unions in certain countries.

Figures gained from a comparison of the editions of the Directory are not the only evidence of the advance of the cooperative press, and the improvements which are frequently being made in the appearance and make-up of the journals themselves are equally significant.

475. REVIEW OF INTERNATIONAL COOPERATION. Methods of cooperative press distribution. (International Cooperative Alliance, London, Eng., Mar., 1937, 30th year, no. 3, pp.90-98.) With tables. Av. in N.Y.P.L.

A questionnaire was issued to the National Unions at the instigation of the International Cooperative Alliance. It had hoped to obtain information concerning the methods in operation in the various countries for assuring the circulation of the cooperative publications, and some particular attention was paid to the methods of subscription and payment for cooperative journals and the practice of collective subscription, as well as the methods adopted for placing the journals in the hands of their readers. Answers were received from 34 organizations in 24 countries, covering 116 journals of all types.

There was considerable variation in the methods used. Some cooperatives distribute their journals free to the members, and the cost of publications reduces the surplus disposable as patronage dividends. Some make no discrimination in price between members and nonmembers. The majority of the societies occupy an intermediate position. More conclusive results were obtained from a study of the replies concerning collective subscription. This practice, whose simplest form is to have the society pay a lump sum to the central body and receive a certain number of copies which it distributes to its members free of charge, is increasing steadily. Only two organizations, "Solem" (The Union of Distributive Cooperative Societies of Poland) and the Cooperative Council, Lithuania, do not favor extending the collective

subscription system, but do not state the reasons for their stand. Every possible means of distribution is attempted by some of the organizations, and there does not seem to be any dominating trend.

476. REVIEW OF INTERNATIONAL COOPERATION. The Press conference at Paris. (International Cooperative Alliance, London, Eng., Oct., 1937, 30th year, no. 10, pp. 399-403.)  
Av. in N.Y.P.L.

The Special Congress of the representatives of the Cooperative Press was held in Paris on September 2, 1937. The Congress was attended by 70 delegates from 21 countries and was presided over by Mr. H. J. May, General Secretary, Cooperative Alliance.

Mr. B. Przegalinsky of Poland read a special paper on "The Press as Popular Educator" in which the extraordinary development of the cooperative press, revealed in the Fourth Edition of the International Directory of the Cooperative Press, was emphasized. He suggested that the Press Services of the Alliance, although extremely useful as they now operated, should be developed into an International Press Agency, supplemented by a photographic service. During the discussion which followed, Mr. E. Topham said that the International Cooperative Alliance would tighten the labors of the cooperative journalists if they would collect copies of all photographs published in the Movement's journals.

Professor Mladenatz, of Rumania, urged the necessity of adapting cooperative journalistic methods to the ideas of the younger generation. Dr. I. Guelfat, of Palestine, declared that one of the great tasks of the cooperative press was to build up fraternal relations between the organizations within the different countries. Mr. C. H. Barbier, of Switzerland, desired immediate study of the possibility of organizing a Cooperative Press Agency. Mr. T. Odhe, of Sweden, desired more direct relations between cooperative journalists in the different countries to hasten the spread of objective articles on attacks or restrictive legislation against the Movement. Mr. Davidovitch, of Yugoslavia, referred to the utility of the press for propaganda amongst the public still outside Cooperation.

Another special paper, "The Press as Popular Educator," was read by M. Maurice Camin, General Secretary of the French National Federation, and editor of the Federation's journal "Le Coopérateur de France." He stressed the fact that the press was not the only disseminator of popular education among young people, yet this education of young co-operators was one of its most important roles.

Mr. Rudolf Fischer, of Czechoslovakia, introduced a resolution which was passed unanimously by the Conference. It requests the International Cooperative Alliance to invite its affiliated National Organizations to prepare reports on their respective countries and, at the direct request of interested editors, to place such reports at their disposal translated into one of the official languages of the Alliance. Mr. Fischer declared that this was very important for the smaller publications which had neither the money nor the facilities for obtaining and translating such material themselves.

In the discussion, Dr. Totomianz, of Bulgaria, advocated advertising cooperative ideas in the columns of the capitalistic press, and M. Marcel Blot stated that the cooperative press, because of its association with cooperative economic enterprise, was not divorced from reality even though it kept its independence.

477. RUSSENHOLT, E.S. Making better cooperators of the next generation. (Cooperative marketing journal, (National Cooperative Council), Washington D.C., and Richmond, Va., May 1931, v. 5, no. 3, pp.82-86.)  
Av. in Col.

The Manitoba Cooperative Conference, in order to give the boys and girls of the Province a better understanding of Cooperation, sent out pamphlets to 47,000 farm families which told of the work of cooperatives and stressed the fact that all are a part of a united Movement to replace competition with "togetherness." This was followed by a regular noon broadcast of the entire Cooperative Movement.

The Wheat Pool issues a monthly magazine called the "Scoop Shovel" which is the journal of the cooperatives in Manitoba and which furnishes to children all educational information regarding the Movement which befits their understanding.

478. RUSSIAN COOPERATOR. The Russian cooperative press. (Joint Committee of Russian Cooperative Organizations in London, London, Eng., Jan., 1920, v.4, no. 1, p. 12.)  
Av. in N.Y.P.L.

The growth of the Russian cooperative press is shown in this article by statistics, arranged by provinces, districts, and regions, covering the period from 1916 to 1918. By October, 1918, there were 143 cooperative periodicals published in Russia, and there was scarcely a union or federation which did not have its own journal.

479. SCHÄR, Dr. O. The Development of the cooperative press in the interests of cooperative education. In: Report of the proceedings of the Ninth congress of the International cooperative alliance, at Glasgow, Aug., 1913, (International Cooperative Alliance), London, Eng., 1914, pp. 111-131.  
Av. in Col.

The history and development of the cooperative press is given in order to impress cooperators with the necessity of its use in promoting cooperative education.

Dr. Schär traces the development of the press from the first publication, "The Guild of the Future," edited by Schulze-Delitzsch in 1861, and gives statistical tables to show the developments since that time and the position in 1909. The United Kingdom, Germany and Switzerland are countries that have led in the development of the press and also attained a high stage of development in Cooperation. Other tables give information concerning the development of the organs of the Union of the Swiss Distributive Societies, the total membership of the societies and the trade done by each during stated periods.

The latter part of the paper discusses the size and financing of a cooperative journal, the frequency of its publication, the type of articles it should publish, and the controversial point of publishing special issues for women and children.

480. SMITH-GORDON, LIONEL, librarian, Cooperative reference library. Librarian report for first half year. (Bulletin of the Cooperative Reference Library, Dublin, Ireland, July, 1914, v.1, no. 1, pp.9-14.)  
Av. in N.Y.P.L.

This report made to Sir Horace Plunkett, the director of the Library, is divided into three sections, cataloging, correspondence, and translation. Over 500 books, and 2,000 pamphlets are included in the library, but Mr. Smith-Gordon feels that only the preliminary work has thus far been accomplished.



481. SMITH-GORDON, LIONEL, librarian, Cooperative reference library, Librarian's first annual report. (Bulletin of the Cooperative reference library, Dublin, Ireland, Feb., 1915, v.1, no. 8, pp. 187-201.) Av. in N.Y.P.L.

In this first annual report, the progress and achievements of the Cooperative Reference Library are reviewed. The purpose of the library is to gather together all the knowledge, the theory and recorded experience of the world on cooperative subjects; to classify, digest, translate and abstract this material. It must make the results of that process reach their proper destination; it must produce the right information at the right time in the right shape; and it must be able to stimulate the practical worker to take hold of it and give it effect.

The report briefly discusses the financial and staff conditions the library is working under; the effect of the war on its functions; the technical aspects of organizing a scientific catalogue of cooperative material; the library's research work, its publications, inquiries and correspondence, and the future financial requirements for continued activity. In conclusion, the librarian expresses the desire for added facilities for the erection of other free collections and a definite position for the Cooperative Reference Library.

482. TINSMAN, ROBERT, pres., Federal advertising agency. How to make cooperative literature effective. In: Proceedings of the Fourth National cooperative marketing conference at Washington, D.C., Jan., 1926, (National Council of Farmers Cooperative Associations), Washington, D.C., 1926, pp. 166-167. Av. in N.Y.P.L.

Cooperative literature can be made interesting and effective by sincere, brevity and the inclusion of examples of actual experiences to illustrate the principles. Stories should be interspersed with news headlines. Actual photographs are always convincing and quotations are useful, resulting in correspondence in numerous instances.

483. TOTOMIANZ, Prof. V. Cooperative libraries. In: People's year book and annual of the English & Scottish Wholesale societies, 1925, (Cooperative Wholesale Societies, Ltd.), Manchester, Eng. and Glasgow, Scot. 1925, pp. 142-143. Av. in H.S.

Professor Totomianz commends the Soviet Union for its wide dissemination of cooperative literature through libraries which are established in the smallest towns and villages. As a result, such well-known authorities on Cooperation as Gide, Luzzatti, Webb, Russell, and Holyoke, are more widely known in Russia than in their own countries.

484. UNITED STATES. CONSUMERS' COUNSEL DIVISION. AGRICULTURAL ADJUSTMENT ADMINISTRATION. DEPARTMENT OF AGRICULTURE. Sources of information on consumer education and organization. Washington, D.C., 1936. v, 33 pp. With bibl., tables. (Consumers' Counsel ser. publ. no.1). Av. in Col., C.U.

Contents:- Headings:-Introductory Material - p. I. Chap.-I.- Federal Government Agencies - 1; II.- Non-profit, Non-Governmental Organizations - 29; III.- Suggestions for Consumer Study Courses - 32; References - 33.

This is a directory covering the work done by Federal Government agencies performing consumer services; and non-profit, non-governmental organizations which either assist or direct cooperatives or are interested in consumer education.

Many cooperative publications are described in detail. There is a bibliography of periodicals which serves as a source of information for the consumer movement. Among these are the "Consumer's Guide," "News for Farmer's Cooperatives," "Cooperative Purchasing of Farm Supplies," "Cooperation in Agriculture," "Statistics of Farmers' Cooperative Business Organizations," and "Cooperative Farming."

## VIII. COOPERATIVE EXHIBITS

485. ADSETT, W.H. Crystal palace historic associations. (Cooperative news, (Cooperative Press, Ltd.), Manchester, Eng., Aug. 18, 1934, no. 798, n.s., p.2.) With illus.  
Av. in N.Y.P.L.

The Crystal Palace in London, the site of a proposed cooperative exhibition, has housed many noteworthy events in the past which attracted visitors from all parts of the United Kingdom. A "Cooperators Day" meeting was held there, and widespread publicity was given to the Cooperative Movement at this time because of speeches by such famous personages as Earl Grey, the Countess of Warwick, G.J. Holyoake and Aneurin Williams.

Mr. Adsett gives, for the benefit of persons visiting the Palace for the first time, a detailed description of the building as well as a sketch of its history.

486. ALMANAC FOR THE ALL-RUSSIAN EXHIBITION FOR AGRICULTURE AND HOME-INDUSTRIES IN MOSCOW, 1923. Edited by the Berlin Office of the Chief Exhibition Committee. Probably Moscow, 1923. 98 pp. With illus., plan, plates.  
10 unnumbered pages.

Also published in Russian, German and French.

Only the following material deals with cooperation: Cooperation at the Exhibition pp. 80-81; also references on pp. 11, 58, 62, 65, 76, 91.  
Av. in N.Y.P.L.

The Almanac is published to acquaint the reader with the organization and administration of an All-Russian exhibition of agriculture and home industries in Moscow. A special Cooperative Department at the exhibition has centers for consumers' cooperatives, agricultural cooperatives, the All-Russian Trade Cooperative Union, and an export department. It is intended to present Cooperation as a method of economic reconstruction, and as an economic form which unites scattered economic creative impulses into a coordinated and effective agency for national advancement. Cooperative organization of handicraft industries is recommended in a description of the rural home industry at the exhibition in Moscow.

487. COLLINS, B.A., director of industries, Bihar Orissa. All-India hand weaving exhibition, Patna. (Bombay co-operative quarterly, (Bombay Central Co-operative Institute), Bombay, India., Mar., 1922, v. 5, serial no. 4, pp.200-205.)  
Av. in N.Y.P.L.

The All-India Handweaving Exhibition which was held at Patna, India, in 1921, owed its inception to an offer of 1,000 rupees for the best original device connected with hand weaving. It was hoped that the Exhibition would give great impetus to the hand-loom industry by emphasizing its importance, and by enabling the various Government departments and others engaged in encouraging and developing this field to profit by each other's successes and failures.



It is pointed out that one quarter of the cotton cloth consumed in India each year is made on the handloom. In the five years ending 1915-16, the average amount of cotton yarn used annually by handloom weavers amounted to 287 million pounds, a rise of nearly 30 per cent in comparison to the five years ending in 1901.

It is to its output of coarse cloth that hand weaving owes its real importance as the second largest industry in India. It employs 2,000,000 adult and male weavers, and about 5,000,000 men, women, and children. Yet the handloom industry in India works under grave disadvantages. Weavers, as a class, are ignorant and conservative, and, for the most part, they still use primitive tools. But the greater handicaps of the Indian handloom weaver are his isolation and lack of business knowledge and organization.

The Government is trying to help the weaver by introducing improved appliances, by means of cooperative stores and societies to bring to the weaver the advantages of large-scale purchase of standard yarn and sale, and by means of technical institutes and industrial schools which give weavers the opportunity of specialized education in their industry.

It is the contention of the writer that if the unorganized handloom weaver with his primitive appliances is able to produce in such quantity and quality the cloths shown at this exhibition, there is no doubt that, with the aid of improved implements and cooperative societies, a great expansion of the industry will take place in India.

488. COOPERATION IN AGRICULTURE. Cooperative museums. (Agricultural Organization Society, London, Eng., Feb., 1915, v. 11, no. 2, p. 22.)  
Av. in Col.

The writer suggests that the Egg and Poultry Society start a museum at their central depot. He suggests that they obtain some of the wild breeds from which the domestic fowls are descended, provide a proper background showing the fowls' native environments, and display models of modern coops and appliances, all of which would be invaluable information to farmers. Once the museum was started, many other useful things could be added, and increased profit from poultry keeping would then certainly result.

489. COOPERATIVE JOURNAL: LET US WORK TOGETHER. Demonstration at Workington: exhibit of cooperative English productions, opening ceremony. (The Cooperative Education Publishing Co., Oakland, Calif., June, 1908, v.8, no.6, p.6.)  
Reprinted from Cooperative News.  
Av. in N.Y.P.L.

The exhibit at Workington, England, held in the Spring of 1908, was opened under the auspices of the Cooperative Union. The opening ceremony was performed by Mr. J. Murdock. Thirty seven societies participated in the demonstration of cooperative enterprise.

J.S. Beattie, Esq., who presided over the opening proceedings, took advantage of this opportunity to praise the perseverance and patience of the early pioneers. He said that through the principles of Cooperation and the spirit of brotherhood, any community could be emancipated, and when cooperators produced all they required in their homes, they would reach their goal.

The delegates representing the Cooperative Wholesale Society voiced their opinion that their efforts were not to be concentrated solely upon making a profit, but that large amounts of money were to be put aside for educational programs which would assure the success of Cooperation.

490. COOPERATIVE NEWS. Great cooperative exhibition: the movement's challenge to outsiders. (Cooperative Press, Ltd., Manchester, Eng., May 25, 1935, no. 838, n.s., p.14.)  
Av. in N.Y.P.L.

When the bakery and confectionary merchants of London excluded the cooperatives from a food exhibition in 1935, the Cooperative Wholesale Society held an exhibition of its own food trades. The Bakery Managers' Association, the United Cooperative Baking Society of Glasgow and the London Cooperative Society united with the Cooperative Wholesale Society to make the exhibit a success. A model bakery, a variety of cakes, a collection of fruit, different usages of margarine, and food decorations were displayed. Films were shown of the latest models and inventions in cooking, and a series of analytical tests of cereals was given by the research department of the Cooperative Wholesale Society.

491. CO-OPERATIVE REVIEW. Co-operative homes exhibition. (Cooperative Union, Ltd., Manchester, Eng., July, 1935, v.10, no.7, p. 213.)  
Av. in R.S.

Throughout Whit-week, queues waited throughout the day to enter the exhibition hall of the Cooperative Homes Exhibition at Newcastle. It is impossible to quote exact figures, but a modest estimate of the number of people who passed through the hall is 250,000. Many exhibition stands, offering special parcels, that based their stock on the experience of previous years sold their last parcel two or three days after the exhibition opened. In some cases, owing to the factories being closed for Whit-week, they were unable to replenish their stocks, while others were fortunate in being able to secure new goods on urgent request.

The article also offers suggestions, mainly safety measures, to other societies considering a cooperative exhibition.

492. EDWARDS, ELLEN. The British pageant of cooperation. (Consumers cooperation, (Cooperative League of U.S.), New York, July 1938, v. 24, no. 7, pp.107-108.)  
Av. in N.Y.U.-WA.

Miss Edwards describes the plans for the British Pageant of Cooperation intended to be the outstanding feature in celebrating the "International Cooperative Day" at Wembley, England, July 2, 1938. More than 2,000 persons are expected to take part in the Pageant which will be a dramatization of cooperative history.

Events related to Cooperation will be episodically presented with actors personifying the Rochdale Pioneers of Toad Lane, the machines of the Industrial Revolution, and the destructive forces of war.

493. FLANAGAN, D. Cooperators day, 1936: significance of the international festival. (Cooperative review, (Cooperative Union, Ltd.), Manchester, Eng., June, 1936, v.10, no.6, pp.171-172.)  
Av. in R.S.

"Cooperator's Day" was initiated in 1923 by the International Cooperative Alliance as an annual festival to be celebrated on the first Saturday in July. It has the same significance for cooperators as May Day has for the Trade Unions and Labour Sections. The manifesto which proclaimed it carried the slogan: "Cooperators of the World Unite! The fields of your activities are white unto harvest; the labours are steadily increasing; the opportunity is great and the

glorious harvest that awaits you is a world saved for peace by cooperation."

494. GOEDHART, G.J.D.C., and HENRY J. MAY. Manifesto: International cooperative day, ... July 4th, 1925, to the cooperators of the world. (Bombay co-operative news, (Bombay Central Co-operative Institute), Bombay, India, July, 1925, v.2, no.4, pp.1-11.)  
Av. in R.S.

This manifesto announcing International Cooperative Day, July 4, 1925, and addressed to the cooperators of the world is a reminder that "the International Cooperative Alliance is the embryo of the United States Universal." It is pointed out that the Cooperative Movement now has approximately 50 million members, with 31 countries affiliated to the Alliance.

This third International Cooperative Day inaugurates the International Cooperative Flag - the Rainbow Flag.

495. INTERNATIONAL COOPERATIVE ALLIANCE, LONDON, ENG. International cooperative exhibition. In: Report of proceedings at the Fifth Congress of the International cooperative alliance held at Manchester, Eng., July 21-25, 1902, Manchester, Eng., 1902, pp. 437-445.  
Av. in Col.

For the first time in the history of the International Cooperative Alliance an exhibition of products and manufactures from co-operative fields, workshops and factories was held at Manchester in July, 1902, in connection with the Fifth International Congress then in session.

Thirty-two foreign and fifty-nine British and Irish societies participated in the exhibit. Articles including soap, clothes, shoes, butter, cheese, wines, and all manner of edibles and useful objects were represented. The Exhibition, attended by 50,000 people, served as a stimulus to the sale and interchange of goods through which distributive and productive cooperators alike derive benefits.

The Lord Mayor, in opening the Exhibition, stated that such cooperation tended to bring working people closer together; to break down barriers of nationality; and thus engendered "a more reasonable and human state of being!"

A.H. Wolff, Esq., President of the Congress, stated that the drawing together of men to men, nation to nation with a view of accelerating the hoped for advent of unusual peace was distinctly a plank in the Alliance platform and was one of the tasks which it had set itself to accomplish.

The concluding remarks of W. Llewellyn on behalf of the Exhibition Committee pointed out that the Cooperative Movement seeks to better the lot of the worker by giving him improved conditions of labor and by so doing obtain from him the best kind of market products.

A list of all societies exhibiting at Manchester is given. The report concludes with the remark that the exhibition was a huge success.

496. INTERNATIONAL COOPERATIVE AND SOCIAL WELFARE EXHIBITION SOCIETY. GHENT, BELGIUM. International cooperative and social welfare exhibition, Ghent, Belgium, June 15, to Sept. 15, 1924: programme Ghent, 1924. 28 pp. With charts, illus.  
At foot of title page: Moniteur belge, 10th Sept., 1922, acte no. 9372.  
Av. in Coop. L.

This program of the Exhibition held at Ghent in 1924, outlines its aims, the groups into which the Exhibition will be divided, and some of the activities which will take place during its existence.



There are several introductory passages written by such famous cooperators as G.J. D.C. Goedhart, President of the International Cooperative Alliance, E. Anseele, President of the International Cooperative and Welfare Exhibition, and Victor Serwy, Director of the Office Co-opératif Belge.

The aims of the Exhibition are stated in a short article. It is to be a unique source of information which will reflect the Cooperative Movements of all countries. The organizers desire to show the results achieved by Cooperation to the consumers who are scarcely aware of its existence and to cooperators who will be able to judge, compare, and study the importance of the various forms of the Movement.

The Exhibition will be held in the Palais de Fêtes whose halls and annexes cover an area of more than 30,000 square meter. Six congresses will be held during the meeting: The Eleventh International Cooperative Congress; a meeting of the International Labour Bureau; The International Congress of Technical Instruction; Fine Arts International Congress; the International Cooperative Insurance Congress; the Belgian Cooperative Congress. Lectures will be given by well known professors and by specialists on cooperative and social questions. Awards are to be granted exhibitors, and various entertainments will be given.

The program gives the names of the fifty one countries participating in the Exhibition and includes various definitions of Cooperation made by leading cooperators. Among these definitions is the following one by Professor Charles Gide.

"All forms of cooperation are nothing less than the abolition of an old time duel; the Consumers' Society, duel between the purchaser and seller; the Credit Society, duel between the lender and borrower; the Productive Society, duel between the employer and employee."

497. LAWSON, JACK. At the exhibition. In: North Wales today: souvenir of the cooperative congress at Rhyl, 1934, P. Redfern, Ed., (Co-operative Wholesale Society Limited), Manchester, Eng., circa 1934, pp.71-76. With illus.  
Av. in Coop. L.

Mr. Lawson, a member of the Cooperative Party in the House of Commons, describes such cooperative products manufactured by the Co-operative Wholesale Society as soap, shirts, suits, beds, furniture, shoes, and canned goods, which are displayed at the Society's Productive Exhibition held in Doncaster.

Expressing his admiration for the achievements of the Society, he concludes: "The Cooperative Movement is a miracle, and not the least part of it is the productive side. It comes from the bottom, thrusting upwards, stimulating initiative, individuality; enlarging freedom. We dream, plan, and work for a new social order. Here it is - on the march."

498. LITTLEBOROUGH CO-OPERATIVE SOCIETY OF INDUSTRY, LIMITED, LITTLEBOROUGH, ENG. Exhibition of cooperative productions... Littleborough, 1910. 24 pp. With illus.  
Cover-title.  
Also on cover: Diamond Jubilee; Souvenir and Programme.  
Av. in Coop. L.

This is a souvenir booklet and program of the exhibition of cooperative productions made by the Littleborough Cooperative Society of Industry which commemorates its sixty years of existence.

The Society began in 1850 with a small capital and soon became a prosperous business with the purchasing of buildings and stores for expansion. The Society deals in groceries, provisions, furniture, clothing, drapery, coal, and other domestic articles.

A table indicates the progress made from 1890 to 1910. Sales for 1890 amounted to 35,281 pounds, and in 1910 to 75,413. Membership totaled 1,376 persons in 1890 and 2,169 persons in 1910. Profits distributed during 1910 amounted to 10,421 pounds.

499. PRODUCER. The C.W.S. jubilee celebration in New York. (Cooperative Wholesale Society, Ltd., Manchester, Eng., June, 1926, v.10, no.8, pp.229-231.)  
Av. in N.Y.P.L.

The fiftieth anniversary of the establishment of a Cooperative Wholesale Society, Limited, branch in New York City was the occasion for ceremonies which were participated in by a group of the Society's directors from England, who visited New York for that purpose.

The Wholesale's deputation was welcomed at the New York Produce Exchange and by leading commercial houses which have done business with the organization over a long period of time.

On May 1, 1926, the official date of the Jubilee Celebration, the grave of John Gedhill, the first New York buyer for the Wholesale, was visited. In the evening, a banquet was held which was attended by the members of the deputation, the Society's New York staff, representatives of American firms and leading American cooperators-- which was a recognition of the friendly relation that existed between the United States and England.

At the banquet, the chairman, Mr. H.J.A. Wilkins, reviewed the Wholesale's history, showing that the volume of business transacted in New York by the Society in 1876 totalled 88,658 pounds while in 1924 it totalled 4,543,734 pounds, and the aggregate shipped during the entire fifty years amounted to 57,800,000 pounds. Another visiting speaker pointed out the responsible function allotted to the Society during the War as buyer of American produce for the Allies. American business and cooperative spokesmen paid tribute to the stature and character of the Society in both countries.

The deputation visited Washington a few days later and were received at the White House by President Coolidge.

500. PRODUCER. The International cooperative exhibition (Ghent). (Cooperative Wholesale Society, Ltd., Manchester, Eng., July, 1924, v.8, no.9, pp.264-266.)  
Av. in N.Y.P.L.

The International Cooperative Exhibition inaugurated at Ghent, Belgium, on June 14, 1924, provided an object lesson of cooperative enterprise and industry on an impressive scale, serving to indicate the development of Cooperation from the Todd Lane Store of the Rochdale Pioneers into a world movement and an economic force.

The exhibition had as its central feature a rotunda containing a monument and panels upon which were emblazoned the statistical achievements of the component organizations. Branch displays illustrated every form of cooperative enterprise as practiced or produced in the various countries.

The individuality of materials exhibited and the forms of displays were the most noteworthy features of the exhibition. Native products, crafts, arts and manufactured goods were presented in many original and colorful forms.

The Belgian section covered almost as much space as all others combined, constituting the predominant feature of the exhibition. Italy, Czechoslovakia, and Russia also displayed on a large scale, but the British section occupied a space disproportionate to its achievements. The general disproportion between the size of national exhibits was liable to lead uninformed visitors astray, for it was unlikely that

they could divest the statistical material offered them in lieu of visual evidences of progress.

The huge collection of samples given to visitors was proven to have encouraged cooperative trade.

501. PRODUCER. Toad Lane, Rochdale, store reopened as a cooperative museum. (Cooperative Wholesale Society, Ltd., Manchester, Eng., May, 1931, v.15, no.5, pp.155-156.)  
Av. in N.Y.P.L.

The Toad Lane Store in Rochdale, England, the original home of the Rochdale Pioneers Society, has been restored to its original appearance and reopened as a museum for the Cooperative Movement. It will serve as a place of pilgrimage for those from a distance who wish to get into intimate touch with relics of those people who have made easier the pathway of the present generation.

The opening ceremonies were held on May 11, 1931, at which time Mr. Ben Jones, the chief speaker, made his first public address for over 25 years. The Museum, he declared, would memorialize the modest character of the Pioneers' first efforts. It is a modest affair and should be kept modest because the Pioneers' Society was modest to begin with. "When Toad Lane Store opened, the Cooperative Movement had no more effect in trying to alter the condition of the time than a boy's pea-shooter, but now its strength is as a battery of 16 inch Naval guns." He recalled writing "Working Men Cooperators" in collaboration with Arthur Acland and urged the application of the cooperative method of fixed interest and distribution of surplus to private business as a means of alleviating unemployment.

The reopening of the Museum impressed upon the cooperators of England the importance of keeping old records of their societies for the encouragement and stimulation of future generations.

502. RUSSIAN COOPERATOR. The Permanent exhibition of the "Centrosoyus." (London, Eng., Mar., 1919, v.3, no.3, p.36.)  
Av. in N.Y.P.L.

At the close of 1918, in order to assist the spread of proper information about the various branches of the work of the Central Union, The Permanent Exhibition of the Centrosoyus was opened in Moscow. Its aim is to gather together all that can demonstrate the 20 years work of the Central Union in order to give students, future cooperative workers, and all others interested in Cooperation, an opportunity to study the activities of the various departments of the Union and become acquainted with the whole life of this mighty organization.

The exhibition contains charts, photographs, drawings and samples of goods purchased or manufactured at the factories or mills of the Union. The number of specimen articles shown is being constantly increased. A sum of 140,000 rubles has been provided by the Board of Directors to cover the cost of the exhibition which is to be open during the entire year.

503. RUSSIAN COOPERATOR. The Rochdale Jubilee celebrations in Russia. (Joint Committee of Russian Cooperative Organizations in London, London, Eng., Apr., 1920, v.4, no.4, p. 51.)  
Av. in N.Y.P.L.

The International Cooperative Alliance and the Joint Committee of Russian Cooperative Organizations in London received in 1920 two cables from Irkutsk and Vladivostok in Siberia congratulating English



cooperators on the 75th anniversary of the Rochdale Pioneers.

The Rochdale Jubilee Committee of Irkutsk Province sent the following telegram: "On Jubilee Day of Rochdale Cooperation thousands of cooperators of Irkutsk and Province will mentally transfer their thoughts from the little store of the Rochdale Weavers to our contemporary giant spread all over the world, which is leading us to the socialization of the whole economic structure. Against universal ruin, misery and fratricidal struggle, the cooperation of workers of all countries is the strongest weapon."

The Vladivostok cable contained the following message: "This solemn meeting of all Cooperative Organizations, supported by Municipal, Educational, and Professional Institutions assembled at Vladivostok on the historic day of the 75 years' Jubilee of the Rochdale Pioneers at a moment of world chaos and ruin, join their voices in a unanimous demand to cooperators all over the world to realize the ideals of the Rochdale Equitable Pioneers by means of International Economic and Spiritual effort."

An account is given of the celebrations in Odessa, and similar celebrations must have taken place in numerous other towns in Russia, demonstrating the vitality and idealistic fervor of the Russian Cooperative Movement. There is some food for thought in this curious contrast, and that it is a sad reflection that English Cooperation has its hands so occupied with everyday matters of practical business that it cannot give its mind or time to sentimental rejoicings about its own jubilee, while in Russia Cooperation is still largely activated by idealistic forces.

504. UNITED BOARD OF COOPERATIVE UNION, LTD. MANCHESTER, ENG. Cooperator's Day 1924: notes and suggestions for the use of societies arranging local celebrations. Manchester, Eng., 1924. 12 pp.  
Av. in N.Y.P.L.

It is proposed that the first Saturday of July, 1924, and each year thereafter, be set aside as "Cooperators' Day" to celebrate publicly on a local, national and international scale, the strength of the Cooperative Movement.

A set of notes, suggestions and recommendations on how to arrange such celebrations and how to use them for the diffusion of cooperative ideas and aims, and how to acquaint the people with cooperation and its achievements are given.

505. W.H.B. The Story of cooperative exhibitions. (Producer, (Cooperative Wholesale Society Ltd.), Manchester, Eng., Nov., 1923, v.8, no.1, pp.19-20.)  
Av. in N.Y.P.L.

The first cooperative exhibition definitely known as such took place in connection with the Cooperative Congress of 1869, at London. This exhibition was held over a bookshop, and in it was displayed a variety of wares manufactured by cooperative productive societies. Samples of groceries were displayed by British and Scottish cooperative wholesale societies. All concerns exhibiting, with the exception of the two great cooperative wholesalers, have since gone out of business.

After the London Congress the exhibition was continued as a permanent display and sales center and was known as the Central Cooperative International Agency. This agency arranged exhibitions in connection with subsequent Congresses, and by 1875, the Cooperative Congress Exhibitions then housed in the Cooperative Institute, London, had taken on a definite form.

The Cooperative Wholesale Society's special exhibitions were a later development, evolving from the salesdays which originated about 1889 as a "feature of cooperative propaganda combining practical idealism in idealistic business."

506. YEAR BOOK, 4th, 1900, THE COOPERATORS'. Cooperative festivals.  
(Cooperative Productive Federation, Ltd., London, 1900, p.19.)  
Av. in Col.

The originator of cooperative festivals is the National Cooperative Festival which is held yearly at the Crystal Palace in London. Exhibitions, which give information concerning the position and progress of the Cooperative Movement to persons who would otherwise be uninformed, are important features of such festivals.

This article gives figures and other data on the festivals given from 1894 to 1898, and sufficient progress has been made to indicate that the Festival Society may look forward to the complete success of its program of developing localized celebrations by cooperators throughout England.

## IX. COOPERATIVE RECREATION

507. BURANDT, F.F. What is to be expected of an efficient educational committee? (Cooperative pyramid builder, (Cooperative Central Exchange), Superior, Wis., Jan-Feb., 1930, v.5, no.1-2, pp.8-10.) Address delivered at the 1929 Convention of the Northern States Cooperative League.  
Av. in N.Y.P.L.

The primary aim of the Educational Committee should be to give every member a thorough knowledge of Cooperation and make an educational committee of the whole cooperative society. The Committee should select material on cooperative education most suited to its respective society. It should arrange meetings for members and employees. At such meetings the Committee should furnish good speakers, distribute cooperative literature, and obtain subscribers for the monthly magazines on Cooperation.

Entertainments may be arranged several times during the year at which plays, pictures or songs featuring some phase of the Cooperative Movement may be used. During the summer, a picnic may be organized. Although it is difficult, according to the author, to inaugurate an educational department in a cooperative, the results are worth the effort, and it must be remembered that serving on the various committees is in itself a form of educational activity.

508. BUITS, FRANCES W., recreational director, North Dakota farmers union. Drama in the cooperative movement. (Consumers cooperation, (Cooperative League of U.S.), New York, Sept., 1932, v. 24, no. 9, pp. 140-141.)  
Av. in N.Y.U.-WA., R.S.

A play was produced at the National Cooperative Recreation School in Des Moines, Iowa, during the conference of cooperative leaders held in that city in 1937. This play was written by the members of the dramatic class of the Recreation School. In the author's opinion, "A play produced through the combined efforts of so many individuals is a true cooperative venture," and the general value and importance of drama in the recreational and educational phases of the Cooperative Movement, especially in rural districts, is stressed.

509. CLIFTON, ROY N. Cooperation and the film. (Canadian cooperator, (Cooperative Union of Canada), Brantford, Ont., Nov., 1937, v. 28, no.11, pp.8-10.)  
Av. in N.Y.P.L.

The author's criticism of the article entitled "Cooperative Films in England," by one Dr. Edward of the Central Board of the British Cooperative Union, published in a 1937 issue of the "Cooperative Review," is the basis for this discussion on the feasibility of producing and distributing cooperative films in Canada. The main objective of such film societies will be to raise the standard of their output. The difficulties of such an undertaking are discussed and suggestions are submitted concerning methods of financing and administering the proposed enterprises. The first English film society was



organized in 1927, and the National Film Society of Canada was founded in 1935. These societies are supported by annual fees.

The author advocates ownership of theatres by the societies in order to show a greatly expanded program to an enlarged membership. He further suggests that societies join the Cooperative Union so that they may get subject material at first hand for films of an educational character.

510. CONSUMERS COOPERATION. National cooperative recreation school.  
(Cooperative League of U.S., New York, Aug., 1938, v. 24, no. 8,  
pp. 124-125.)  
Av. in N.Y.U.-WA.

The National Cooperative Recreation School, held at Waukegan, Illinois, in June, 1938, reviewed outstanding problems that were presented by fifty young people.

The most important problems were to discover the type of recreation which eliminated individualistic competition and to determine if cooperative recreation was developing the type of individual necessary for cooperative societies. The School, designed to provide training in recreational leadership is successfully serving that end. It was pointed out that there was a further need for group activities which would produce feelings and thoughts in harmony with cooperative philosophy in place of the former type of recreation based on self-interest. Dramatics, puppetry, and instructions in instrumental music are particularly useful for this purpose.

Attention was drawn to the Cooperative Store in the Recreation School, operated by the students, selling books and supplies.

All delegates present unanimously became members of the Cooperative Society for Recreational Education which was formed by the staff and members of the first National Cooperative Recreation School in 1935.

511. CONSUMERS' COOPERATIVE SERVICES, INC., NEW YORK. Theatre group presents three one-act plays... New York, 1927. 4 pp.  
Pages unnumbered.  
Av. in Coop. L.

Three one-act plays, "Caleb Stone's Death Watch" by Martin Flavin, "The Opera Matinee," a social satire by Alice Gerstenberg, and "Clean Hands" by James Henry O'Brien were presented at the Cooperative Theatre on East 25th Street, New York City, in February, 1927, as a first venture by Cooperation in the dramatic field.

A list of the executive staff of the Cooperative Theatre Group is appended.

512. COOPERATION. Moving pictures of cotton co-ops. (South Carolina Cotton Growers' Cooperative Association, Columbia, S.C., Mar. 1925, v.1, no. 26, p.1.)  
Av. in N.Y.P.L.

The United States Department of Agriculture has released the first of a series of educational motion pictures showing how important farm products are produced and marketed by cooperative associations. In this film are shown the operations of picking the cotton bolls, ginning, baling, sampling, classifying and separating samples into even-running lots until the bale is loaded for export. Numerous scenes show the offices of the cotton pools and "close-ups" of printed forms are used.

The South Carolina Cotton Growers Cooperative Association, with headquarters at Columbia, will show this film throughout the State.

Another motion picture is planned to reveal the production story of the tobacco leaf.

513. COOPERATIVE NEWS. Cooperators and the dramatic art. (Cooperative Press, Ltd., Manchester, England, Dec. 19, 1936, no. 920, n.s., p.4.) Av. in N.Y.P.L.

The need of a cooperative theatre was outlined in an address by A. Ballard of Manchester whose speech is summarized in this article.

The increased hours of leisure resulting from the mechanization of industry has made a people's theatre imperative. A drama committee might find a producer for a cooperative play, or the committee itself might act as producer. Local play groups might be formed, and shows given in local theatres and school auditoriums.

The speaker amplified upon the efforts of the Education Department of the Consumers' Wholesale Society in stimulating purchases of supplies through its agency. Figures were given to prove that success had been attained.

514. COOPERATIVE PYRAMID BUILDER. A Successful cooperative festival. (Cooperative Central Exchange, Superior, Wis., June, 1928, v.3, no.6, p. 177.) Av. in N.Y.P.L.

In June, 1928, the cooperative stores of Northern Wisconsin held a very successful social conclave at Waino (Brule). The festival was opened by a dance attended by hundreds of people of all ages.

On a Sunday 1,000 cooperators turned out. Eskel Ronn explained the significance of the festival. As a guest of honor, V.S. Alanne described the progress the Cooperative Movement had made during the past decade, and George Halonen said in Finnish that the times were such that it behooved every farmer and worker to join the Movement. Music and a three-act play were the main features of entertainment.

515. CO-OPERATIVE REVIEW. Co-ops: finance of a musical production. (Cooperative Union, Ltd., Manchester, Eng., June, 1937, v.11, no. 6, pp.182-183.) With tables. Av. in R.S.

The Cooperative Operatic Society, being forced to vacate its old quarters, assumed the risk of renting a motion picture house rather than abandon production. Changing its former policy of having two prices to that of one price only, the venture proved successful although all costs were increased in addition to the charge for the building rented.

A financial statement is appended, giving receipts and disbursements in 1936, when performances were given in a school room, and in 1937, when they were given in the theatre.

516. CO-OPERATIVE REVIEW. Cooperative drama. (Cooperative Union, Ltd., Manchester, Eng., Aug., 1937, v.11, no.8, pp.238-239.) Av. in R.S.

The Cooperative Union, through its Education Department, mailed a questionnaire to all societies in order to ascertain their interest in drama and to recommend it as an educational activity. The results of the questionnaire showed that there were 49 dramatic societies with a membership of 1,156 persons; twenty of this number are affiliated with the British Drama League and 10 to other national drama organizations. Four of the societies have theater booking agencies.

A table gives the names of the societies replying to the questionnaire, indicating in what countries particular interest had been shown prior to 1937.

517. CO-OPERATIVE REVIEW. Co-operators and the people's theatre.  
(Cooperative Union, Ltd., Manchester, Eng., Jan., 1937, v.11, no.1, p.23.)  
Av. in R.S.

The Cooperative Union is at present making a study of the cooperative dramatic organizations in Great Britain with the object of assisting the various organizations attempting to bring drama within the reach of the masses. This article presents the work done along this line in Sweden and sponsored by the Konsumenbladet, the family journal of the Consumers' Cooperative Movement.

The paper invited representatives of the Swedish theatre to a conference held in Stockholm in September, 1936. The editor of the journal, (Mr. S. Apelquist), presided and a member of the architectural staff of the Cooperative Union, K.F., presented model plans for a new type of theatre suitable for erection in public parks and designed to give perfect hearing without the aid of loudspeakers.

Director Gottfried Palm explained the work of the Folk Park Movement, whose central organization engages 15 companies of actors for summer tours and a review is given of the work of the National Theatre (founded in 1933) whose object is to provide theatrical entertainment throughout the country by means of touring companies. It carries on its propaganda through lectures and local dramatic societies, receiving an annual state subsidy. Other speakers of the theatrical profession discussed the practical problems involved in creating and satisfying a larger demand for good drama amongst the general public.

518. COOPERATIVE UNION, LTD., MANCHESTER, ENG. Co-operators' Day,  
1924. Manchester, 1924. 12 pp.  
Av. in N.Y.P.L.

This booklet was prepared by the United Board of the Cooperative Union to offer suggestions to local societies for 'Cooperators' Day. It is compiled in the main from reports supplied by the societies which organized local celebrations in July 7, 1923, the first Cooperators' Day.

It is the desire of the Union to have a Cooperators' Day celebration once each year, preferably the first Saturday in July, in emulation of the Labor celebration on the first of May. The real purpose of the Cooperators' Day celebrations is to provide propaganda by demonstrating the strength of the local, national, and international Cooperative Movements. To facilitate this, organizing committees are to be formed, one for every isolated society, or one for all societies within a certain area, which will make all preparations for the day, including the publishing of publicity in the local press. Based mainly upon the successful local celebrations of the previous year, the booklet offers many suggestions which may be adopted, wholly or in part, by the organization committees. The suggestions include: processions; sports and games; teas for members and their children; public concerts and meetings. Among the other ideas noted by the United Board is that of holding a Special Cooperative Week which would culminate in "a big demonstration to be held on Saturday, July 5th."



519. COOPERATIVE UNION, LTD., MANCHESTER, ENG. Songs and readings for cooperators. Manchester, 1896. 64 pp.  
Av. in N.Y.P.L.

A compilation of 54 songs, skits, dialogues, and selected readings on Cooperation, written for use in social and business gatherings, are indexed in this pamphlet.

All are concerned with advice for workers to free themselves from economic slavery, with the celebration of the power of truth to conquer, with the observance of the cooperative spirit as functioning in cooperative enterprises, or with the process of the conversion of an individual from hostility to cooperation.

520. COOPERATIVE UNION LTD., MANCHESTER, ENG. Songs for cooperators: words only. Eleventh edition. Manchester, 1923. 47 pp.  
First ed. published in 1908.  
Av. in Coop. L.

Mr. Rae, Chairman of the Central Educational Commission, says in a prefatory note to this collection that international singing is too often neglected at cooperative meetings. To encourage such singing at meetings, the book of songs in use since 1908 had been revised and additional numbers included in the hope that it would be generally used. The songs are listed alphabetically.

521. CORINA, JOHN. Cooperative holiday camps. (Cooperative news, (Cooperative Press, Ltd.), Manchester, Eng., Sept. 11, 1937, no. 958. n.s., p.2.)  
Av. in N.Y.P.L.

A federal society, whose membership would consist of retail societies, wholesale societies and the Workers' Travel Association, might prove a successful form of organization for the promotion and management of cooperative holiday camps, observes this English writer. At present private enterprises in this field are becoming increasingly stronger and attracting the majority of cooperators. Cooperative societies must face the question of catering to the holiday requirements of their members, as well as attempting educational features during the working months of the year.

522. EDWARDS, ELLEN. Play, play, play. (Consumers cooperation, (The Cooperative League), New York, Oct., 1940, v.26, no. 10, pp.155-156.)  
Av. in N.Y.P.L.

The contribution of cooperatives in the field of recreation was recognized for the first time by the National Recreation Association when a special session on recreation in cooperatives was included in the National Recreation Association Congress which met in Cleveland from September 30 to October 4, 1940.

In Lincoln, Nebraska, cooperators organized an institute held in Nysted, Nebraska, from August 30, to September 3, 1940. Its purpose was to emphasize recreation and recreation leadership, and instruction in this was given by Christence and Harris Jepsen of Viborg, South Dakota. Although the program was well organized, it was left flexible.

The third event that is noted is the formation of regional and state alumni associations of the National Cooperative Recreational School. The Pennsylvania-Ohio-New York group met in Indiana, Pennsylvania from September 27-29. During the meeting the need for regional recreational training schools to supplement the National School was expressed.

523. EDWARDS, ELLEN. A Recreation program for a cooperative. (Consumers cooperation. (The Cooperative League of U.S.), New York, Sept., 1940, v.26, no.9, pp.138-139.)  
Av. in N.Y.P.L.

The author makes use of Louis F. Warbington's statement, "When people play together, they work together better," to emphasize the need for plans for an active recreational program. She lists various types of games and mentions the books in which they can be found, and also favors group activities, such as dramatics, orchestras and glee clubs. Such organizations as the National Cooperative Recreation School and the week-end recreational leadership conferences sponsored by cooperative regional associations are recommended for the purpose of training leaders for these group activities.

524. GLEADLESS, ROBIN. More cooperative holidays. (Cooperative review, (Cooperative Union, Ltd.), Manchester, Eng. July, 1937, v.11, no.7, pp. 216-217.)  
Av. in R.S.

Because of the example set up by the delegates' motor-coach excursion to the Bath Congress, it was decided to hold a cooperative tour of parts of the West country. The tour was a great success, and Mr. Gleadless suggests that such tours should employ only cooperative goods.

525. HUTCHINSON, CARL. member, Educational dept., Ohio farm bureau. A Comprehensive cooperative recreation program. (Consumers cooperation (The Cooperative League of U.S.), New York, Nov.-Dec., 1940, v. 26, no. 11, pp. 194-195.)  
Av. in N.Y.P.L.

Mr. Hutchinson uses the term "cooperative recreation" to embrace those forms of leisure activity which by their form, and the manner in which they are employed, awaken in the participants a sense of mutuality, and a greater readiness to work together. Such activity is necessary for two reasons: the social and political upheaval in western Europe bids fair to destroy the culture of the Cooperative Movement, leading to paralysis of effort; most of the problems of the cooperatives can be traced to unsocial attitudes within the ranks which can be corrected by group activities.

The author has selected three common types of group situations and suggests certain forms of recreation for each. These situations are: a discussion group or study club, of from ten to thirty persons meeting in a home; a Youth Council or membership gathering meeting, of from fifty to 150 persons meeting in a hall or large building; the average family group of some four persons. The leader in exploring the needs of his respective group is to permit the group to make its own choice and he must supply the best quality of material.

526. HUTCHINSON, CARL R., B.D., member, Educational dept., Ohio Farm bureau. Cooperative recreation. (Annals of the American Academy of political and social science, Philadelphia, May, 1937, v. 191, pp.149-154.)  
A condensation of this article appeared in Consumer Cooperation, Oct., 1937, v.23, no.10, pp.156-158.  
Av. in Col., M.R.L., N.Y.P.L., N.Y.U.-WA.

Certain outstanding social values of the recreational forms of education and a comparison of the competitive and cooperative methods of handling them are discussed in this article.

Recreation is valuable as an organizing force and its worth has already been shown by dictators. Since it has been estimated that recreation expenditures absorb about one-eighth of the national income of the United States, consumers have begun to wonder if they cannot best serve themselves in this through cooperative consumer action. The character of this recreation is drawn from the principles and the objectives of the Movement. As the Movement expands and people develop an understanding of the consumer's need, we may expect the trend toward this type of recreation to increase.

527. LLOYD, WILLIAM B., Jr. National cooperative recreation school. (Consumers cooperation, (Cooperative League of U.S.), New York, Aug., 1937, v.23, no.8, pp.123-124.)  
Av. in Col., N.Y.P.L., N.Y.U.-WA.

The second annual National Cooperative Recreation School, sponsored by the Cooperative League of the United States, ended its two-weeks session at Grandview College, Des Moines, Iowa, June 18, 1937. This is a brief resume of the program offered to students from the twelve states represented at the institution.

The pupils sought to learn why strong competitive and individualistic games with prizes and rewards tend to make people sympathetic with the competitive profit economy.

Names of certain recreation directors and their functions at the Des Moines session are included in the article.

528. LONGSDORF, L.L. Problems involved in using the radio. In: American cooperation: proceedings, (American Institute of Cooperation), Washington, D.C., 1931, v.1, pp.199-200.  
Av. in Col., N.Y.P.L., N.Y.U.-WA.

The results of a survey made by the Kansas Extension Service in order to determine the influence of radio from 1927 to 1930 on the adoption of better farm practices are given in this article. It includes the location, number of farms, total practices, per cent of farmers reporting radio contacts, and the number of persons that were influenced by what they heard.

The programs on the radio must interest the public listening in, and must bring various educational projects to the attention of persons interested in these subjects, if broadcasting is to be of practical benefit to the agricultural population.

529. LUCAS, JAMES, M.A. Culture in cooperative education. (Cooperative review, (Cooperative Union, Ltd.), Manchester, Eng., Jan., 1932, v.6, no.31, pp.22-26.)  
Av. in R.S.

Cooperative education has two distinct goals, vocational and cultural. Not enough cultural subjects in the cultural domain "are included in the educational conferences of cooperative organizations." It is suggested that cooperative societies, guilds and committees, obtain radio sets and set up "listening-in groups" in order to keep in touch with the best current thought of the time on social, literary, and artistic developments.



530. NURMI, H.V. Educational and recreational activities of the Finnish Progressive Society of New York. (Cooperative pyramid builder, (Co-operative Central Exchange), Superior, Wis., Sept.-Oct., 1927, v.2, no.9-10, pp. 303-304.)  
Av. in N.Y.P.L.

The Finnish Progressive Society, an educational organization in New York, provides many types of educational and recreational activity. The Society is composed of progressive radical elements of New York Finnish workers who are ardent supporters of cooperative enterprise. Its headquarters is a four story building built about 1923-1924.

Its activities include plays, concerts, lectures and other amusements. A book store, a library for adults and children, a roof garden with a dance floor, a restaurant serving good meals at 30 cents, a bath house and a billiard hall are also maintained. The Society holds an annual picnic, at which the attendance is estimated at between three and four thousand people.

The manager of the Society, Victor Lahti, a cooperative store manager at one time in the North Central States, reports that it has an annual gross income in the neighborhood of \$350,000.

531. PLAUCHE, JACQUELINE. Training for cooperative play. (Consumers cooperation, (The Cooperative League of U.S.), New York, July, 1940, v.26, no. 7, p. 104.)  
At head of title: National Cooperative Recreation School.  
Av. in N.Y.P.L.

About 120 students from thirteen states and Canada attended the National Cooperative Recreation School held at Heidelberg College, Tiffin, Ohio, from June 14 to 26, 1940. During this meeting the importance of recreation to the Cooperative Movement was stressed. Mr. Carl Hutchinson, president of the Cooperative Society for Recreational Education, gave the following definitions: "Cooperative education is primarily training and experience in working together, and that kind of education must take place largely in groups and through spontaneous activity rather than coercion. Cooperative recreation is the most natural way to come together in groups, and it orients people emotionally in group activity."

Mr. E.B. Bowen, general secretary of the Cooperative League, gave a further clarification of the importance of recreation. He said, "Recreation is the fourth cornerstone of Cooperation, of which the others are Business, Finance and Education. A cooperative association should make it possible for its members to buy together, bank together, learn together and play together."

This is the fifth year that the school has been sponsored by the Cooperative League. The school is held under the direction of the Cooperative Society for Recreational Education, which is composed of students attending each year's school.

532. POYSER, J.H. Local cooperative films... (Producer: Journal of cooperative business, (Cooperative Wholesale Society, Ltd.), Manchester, Eng., Aug., 1935, v.19, no.8, pp.247-248.) With illus.  
Av. in N.Y.P.L.

Recent experience in England has proved convincingly that the motion picture is a popular and most fruitful medium of cooperative propaganda, education and entertainment. About 80 per cent of the program is "What the Audience Wants," and the remaining 20 per cent consists of cooperative education and propaganda. The program lasts

approximately two hours. Over sixty shows were held in the winter of 1935 under the auspices of a variety of social organizations at Long Epton with gratifying success.

It is the author's opinion that any society or educational committee looking for an effective means of propaganda, advertising or education would be well advised to consider the appeal of the movies, which are more interesting than pleading for loyalty in a platform address.

Practical details and figures showing the cost of the enterprise are submitted, and illustrations picture the author with the equipment and scene from one of the films.

533. REVIEW OF INTERNATIONAL COOPERATION. National co-operative films. (International Cooperative Alliance, London, Jan., 1938, 31st. year, no. 1, pp. 41-43.)  
Av. in N.Y.P.L.

In the Third Edition of the Catalog of National Cooperative Films prepared by the International Cooperative Alliance, there are listed 127 films belonging to 24 organizations in 17 countries. This number, considerably less than that of the Second Edition of the Catalogue, may be due to the fact that no particulars are available for Belgium, Germany, India, Latvia, Roumania, U.S.A., or the U.S.S.R., which together accounted for nearly sixty films in the previous edition. The decrease, however, is apparent in most countries for which figures are available. Causes for this are the prolonged economic depression and the added expense in motion picture making caused by the extended use of sound films.

In the previous edition it was possible to divide the films into six classes: films generally descriptive of the National Cooperative Movement; records of notable events; films illustrating productive processes; advertisements for commodities with the cooperative trademark; propaganda films; instructional films. The societies now favor a type which serves the purposes of several of these categories and blends the various kinds of interest to which they appeal.

534. REVIEW OF INTERNATIONAL COOPERATION. Swedish and Finnish cooperative youth exchange visits. (International Cooperative Alliance, London, Aug., 1939, 32nd year, no. 8, p.389.)  
Av. in N.Y.P.L.

An experiment organized by "Vi," the weekly journal of the Swedish Cooperative Movement in conjunction with the Finnish Cooperative Union, K.K., resulted in a party of 150 Swedish boys and girls visiting Helsinki, and some 130 Finnish children visiting Stockholm during the month of July. Both parties were welcomed and entertained by the co-operatives of the countries they visited.

535. HOHRBOUGH, LYNN, director, Cooperative recreation service. Cooperative recreation service. (Consumers cooperation, (Cooperative League of U.S.). New York, Nov., 1937, v.23, no.11, pp.172-173.)  
Av. in Col., N.Y.P.L., N.Y.U.-WA.

The Cooperative Recreation Service, which grew out of the consolidation of the Church Recreation Service and the Recreation Cooperative, Inc., was organized in 1935 by a group of students from a graduate school of religion to study recreational standards, leadership and to interchange ideas. It publishes quarterly the "Handy Kit" which first gave ideas for party programs, and stunts, but in 1937 changed its policy to give suggestions for creative hobbies, crafts,

and music. The Service operates on a 90-acre farm four miles from Delaware, Ohio. The building provides space for a library, club room and leadership meetings of cooperative groups from a large area.

Credit is given to this organization for setting up a series of institutes for leadership training and for the research and publication, in usable form, of many of the most valuable play activities in current use.

Mr. Rohrbough states that an estimated fifteen per cent of our national income is spent for recreation. He admonishes consumers to invest their money in cooperative types of recreation and to work with all character agencies in the community in order to provide more opportunities for satisfactory leisure living rather than to patronize the commercial exploiters who have no social outlook.

536. ROHRBOUGH, LYNN. Cooperative recreation service, Delaware, Ohio. In: Third year book of the Cooperative League of U.S. of America: a survey of consumers cooperation in the United States, 1936, (Northern States Cooperative League), Minneapolis, Minn., 1936, pp. 59-60. With illus. Av. in N.Y.P.L.

In the Middle West during the summer of 1934, a group of leaders at the Eighth Recreation Institute of the Cooperative Recreation Service decided to form a consumers' cooperative in order to secure equipment of high quality and to correlate the various activities which were then developing in the leisure time field.

A charter was secured early in 1935 under the Indiana Cooperative Law, and the "Recreation Cooperative Inc." came into being. During the first year, 260 members joined from 30 states. Seventy of these persons subscribed for five-dollar shares and paid in full, while others paid in part. Activities of the Service during its pioneer year were largely directed towards educational work and the issuance of literature along Rochdale principles.

Both for efficiency and in order to eliminate tedious detail in keeping records of small accounts, the Recreation Cooperative Inc., at the close of the year merged with the Church Recreation Service (a non-commercial agency) in publishing recreation materials. Share capital was repaid, and there was formed a new organization operating under the title of "Cooperative Recreation Service." This society is affiliated with the Cooperative League of the United States and it provides "a central sharing-house for worthwhile, non-profit materials and educational guidance for creative leisure." A series of folk songs has been issued at low cost and directories have been prepared concerning drama, music, crafts, and art supplies. Sports equipment has been listed at reduced rates. Skilled leadership is stressed by the Service and exhibits are recommended for schools and conventions.

537. RONK, ARNOLD J. Cooperative program shown large audiences, (The Cooperative pyramid builder, (Cooperative Central Exchange), Superior, Wis., June, 1927, v. 2, no. 6, pp. 170-171.) Av. in N.Y.P.L.

The employees of the Cooperative Central Exchange (a cooperative wholesale located at Superior, Wisconsin) have had great success with their musical comedy show. This is evidenced by the fact that their show is in great demand by the co-operative societies of Northern Minnesota, Wisconsin and Michigan, and by the full houses that they have had for every showing. "The play was written and acted entirely by the employees of the Exchange."



The show is a sketch of a cooperative grocery store, entitled "A Gala Day in a Co-operative Store." In it questions involving the cooperative principle are explained. The Cooperative Movement as a class movement, and its relation to the trade union movement is very capably and vividly explained in discussions with the clerks and customers and in songs specially written for the play.

There are classical and oriental acts, acrobats and tap dancing, choruses by girl employees "in beautiful costumes," trombone, violin and piano solos, magicians, recitations, speeches and repartee.

In Mr. Ronn's opinion, the success of this new form of education combined with entertainment is due to the ease with which it is undertaken by the masses.

532. ROSENBLUM, MARC, and PAULINE GIBSON. Fill 'er up: a radio play. (Consumers cooperation, (Cooperative League of U. S.), New York, Feb., 1938, v.24, no.2, pp.27-30.)  
Av. in N.Y.P.L.

The incidents of this radio play are based upon the early struggles of several oil cooperatives of the Middle West with private companies.

At first the private companies competed with the oil cooperatives, then they refused to fill their orders. The oil cooperatives then successfully built their own blending plants.

At the end of the play, an incident is described where the property of a private oil company is sold to the Cooperative Wholesale of the Middle West, thereby giving the latter complete control of that competitive area.

539. STOLPE, HERMAN, B.A. The Film in cooperative service. Translated by John Downie. (Cooperative review, (Cooperative Union, Ltd.), Manchester, Eng., Nov., 1928, v.2, no.12, pp.218-220.)  
Av. in R.S.

It is suggested that the International Cooperative Alliance experiment with films as an instrument for disseminating cooperative education, to promote propaganda work by publicizing the achievements of consumer cooperatives, to show what Cooperation means, and to depict its future as a social and economic force.

Since the film is primarily a means of entertainment, the pictures should be largely those of human interest and when used for educational purposes the Movement should be so portrayed that the onlooker will thrill with its potentialities.

So much has already been accomplished in cooperative film propaganda that the author suggests that concerted effort should be made towards the production of international films.

540. SURVEY. Cooperative vacationing. (Survey Associates, Inc., New York, July, 1926, v.44, no.15, p.523.)  
Av. in N.Y.P.L. R.S.

This article tells of the rise in England of a Cooperative Vacation Movement originated by the Rev. T.A. Leonard, a clergyman in a typical British industrial town. Viewing with dismay the unprofitable way in which the great majority of young men and women spent their year's savings in a brief vacation week of riotous spending at some cheap seaside resort, this minister conceived the idea of a properly guided holiday. From a humble beginning, two large cooperative organizations resulted: - the Holiday Fellowship, Limited, and the Cooperative Holiday Association.

This movement grew by leaps and bounds and soon assumed not only national, but international importance, spreading throughout the Continent. Vacation centers were established where trained hostesses and leaders guide the cooperator-vacationist in obtaining the best possible diversions, entertainment, food, and living quarters at a minimum cost. One of the outstanding achievements of these two cooperative societies has been the progress made by their members in the field of music appreciation. The cheap amusement resorts suffered severe reverses, both in England and on the Continent, as a result of the extraordinary success of the movement in completely revolutionizing the holiday habits of a great many groups of industrial working people.

541. SURVEY MIDMONTHLY. A Co-op movie. (The Survey Associates, Inc., New York, July, 1939, v.75, no.7, pp.225-226.)  
Av. in N.Y.U.-WA

The motion picture "The Lord Helps Those Who Help Each Other," which tells of the Cooperative Movement in Nova Scotia, can be rented from the Cooperative League of the United States in New York City. The rental fee, specifications of the film and other descriptive details are included in the article.

## X. MISCELLANEOUS INFORMATION AND CONSUMER EDUCATION IN GENERAL

542. BACKMAN, KENNETH, general manager, Boston Better business bureau. What the better business bureaus are doing. In: Making consumer education effective: proceedings of the second National conference on consumer education held at Stephens college, Columbia, Mo., April, 1940, (Institute for Consumer Education), n.pl.p., 1940, pp. 13-21. Av. in Coop. L.

The Better Business Bureaus, now operating in 64 communities, were first organized over twenty five years ago by private firms and their financial support still comes almost wholly from business concerns. The general program of the Bureaus includes: fraud prosecution, fraud prevention; promotion of fair advertising and selling practices; consumer education in money management; buying and taking care of merchandise in everyday relations with business. From the very first, the Bureaus realized that close consumer contacts were necessary if these aims were to be achieved, and many now maintain, in addition to their other services, separate consumer service divisions.

The Bureaus have become a clearing house for the various complaints of the consumers and the general public against fraudulent practices. Approximately 138,000 complaints are investigated each year by them. When it is deemed necessary, the matter is referred to the proper government agency. The Bureaus normally stay out of legislation, but do assist in the enactment of some laws that act as fraud preventatives.

Mr. Beckman describes at some length the misunderstandings that arise from the use of terminology which is confusing to the public, although well understood by the trade. In discussing this particular aspect of the subject, he mentions two books which have been published by the Better Business Bureau: a "Guide for Retail Advertising and Selling," and a "Guide for National Advertising," which serve as a dictionary with over 1500 terms frequently used in retail advertising. This has done much to promote more informative advertising and selling by prohibiting the use of terms and phrases which are misleading or confusing to consumers. To insure this, the Bureaus have set standards which are recognized by business, and issue reports upon the investigation of any infraction of these.

The Bureaus employ various ways of disseminating their information. In addition to newspaper and radio advertising, they publish their own pamphlets and bulletins, distributing many of them directly to the consumer. Nevertheless, it is felt that the ways of spreading information must be increased. Consumer education courses in the schools have been advocated by the Bureaus as far back as 1930, for it has been found that lack of knowledge in buying and in all business transactions can cause as much hardship as actual fraud.

543. BECKER, HARRY A. Methods and pitfalls in consumer education. (The Clearing House: a Journal for modern junior and senior high schools, (Inor Publishing Company, Ltd.), Menasha, Wis., Oct., 1939, v. 14, no.2, pp.75-79.) Av. in Col., N.Y.P.L. N.Y.U-WA.



The writer suggests that the subject matter of consumer education be orientated to the student in order to develop his interest in it. An important phase of this orientation may be in practical activities. The course should include listening to broadcasts of consumer programs, actual shopping expeditions for purposes of price comparison, and consultation of price lists issued by the Consumers' Union. Personal visits to local, state and federal agencies especially interested in measures for consumer protection and familiarity with current consumer publications are also advised.

544. CLARK, HAROLD F., prof. of education, Teachers college, Columbia university. Vitalizing economic education. In: Making consumer education effective: proceedings of the second National conference on consumer education held at Stephens college, Columbia, Mo., April, 1940, (Institute for Consumer Education), n. pl. p., 1940, pp. 192-196.

Av. in Coop. L.

Mr. Clark feels that there are three fundamental difficulties which hinder a common man's understanding of current technical economic material. They are: the specialized technical meanings given to many words used by the economists; the inherent difficulty of the ideas themselves; the uncertainty of the author who is trying to express ideas that are not clear to him. Economics, because of these factors, are not real to the average man and he has no reason for starting to learn, or wanting to learn such material, for he cannot feel it to be of importance to himself.

Two-thirds of the income of the United States is spent for food, clothing and shelter, while two-thirds of our labour goes into producing them. Therefore, if the interest of the American people is to be roused, economic material must be started from this point. In this the author agrees with the National Committee of Economic Education, appointed by the United States Commissioner of Education, which reached the conclusion that as far as most students were concerned, the best method of approach to the study of economics was to begin with "personal economics". The National Council, however, relied more upon the printed word for dissemination of facts than Mr. Clark would seem to advise. He favors full exploitation of every resource of modern science and any method of direct contact with the problem, and, above all, he advocates the use of the simplest words and terms.

545. CRAIG, DAVID R., pres. American retail federation, Washington, D. C. Learning about consumers. In: Making consumer education effective: proceedings of the second National conference on consumer education held at Stephens college, Columbia, Mo., April, 1940, (Institute for Consumer Education), n. pl. p., 1940, pp. 199-206.

Av. in Coop. L.

Mr. Craig discusses three general classes of retailers. There are some retailers who pay no attention to the consumer movement, and are inclined to believe that it has no real existence. Although this group is gradually decreasing in size, their view is still widespread. A second group recognizes the movement as a fact, but they are unimpressed by it because they find some consumers are attracted by the practices of discount houses, and other consumers are attracted to make uneconomic purchases because of purely emotional reasons. Both of these groups consistently violate the principles of the consumer movement. The third type of retailer is growing in number. This group realizes that the changing economic conditions in the United

States have given rise to long-term trends that are gradually stabilizing our economy. They feel that the consumer movement will eventually be important to them as merchants, even if it is not so now, and they are taking part in more or less completed experiments in informative selling.

Mr. Craig also outlines several factors that enter into retail merchandising, particularly distribution costs and informative labeling. He believes that distributors, whose costs are the result of our specialized processes of manufacturing, are hesitant about adding what may be unnecessary expenses to the costs of distribution, and that, for this reason, labeling will have to prove its merit as a profit-producer before it will find general acceptance. The whole field of informative labeling is in its infancy, and any quick advance in the direction of articulate demands for labels would defeat its own purpose. The very slowness of the growth of labeling is one of the factors that make it repulsive to many merchants.

546. DAVIS, LODA MAE, instructor in consumer problems, San Mateo junior college. What should be taught about advertising in a consumer course? the viewpoint of a classroom teacher. In: Making consumer education effective: proceedings of the second National conference on consumer education at Stephens College, Columbia, Mo., Apr., 1940, (Institute for Consumer Education), n. pl. p., 1940, pp.39-49. Av. in Coop. L.

Advertising serves a real need in present-day economics, and Miss Davis feels that it is an inevitable part of our modern existence. The question of admitting advertising as part of a consumer education course is modified by the fact that millions of bulletins, posters, charts, movies, and radio programs are used every year in American public schools. In Missouri, home economics classes used over 2400 booklets, charts, and samples of products supplied by commercial firms.

For this and other reasons, courses on advertising should be given in the schools. As pupils learn best through actual participation, specimens of various advertising types should be given them to study as well as text books and like material. The teacher should give especial interest to the following: the responsibility of consumers in encouraging good advertising and business practices and in urging bad practices; the efforts of business regulatory agencies and legislation towards controlling advertising; the increasing demand among consumers for product standards and more definite labeling; the responsibility of advertising to give consumers the information they need about merchandise.

The aim of these classes should be to foster constructive criticism and action on the part of both business and consumers, and to develop in both groups a certain sense of obligation towards their respective responsibilities.

547. EDWARDS, CORWIN, special asst. to the Attorney general, Dept. of Justice, Washington, D.C. Consumers and monopoly problems. In: Making consumer education effective: proceedings of the second National conference on consumer education held at Stephens college, Columbia, Mo., April, 1940, (Institute for Consumer Education), n.pl. p., 1940. pp. 213, 224. Av. in Coop. L.

The Department of Justice aids the consumer movement by enforcing the anti-trust laws. The Sherman Anti-trust Law, a broad mandate to preserve competition, and to require business to promote rather

than to restrain trade, serves two general consumer purposes. These are the protection of economic progress, and the encouragement of those who supply a large volume efficiently, and at the same time discouraging persons who try to sell a restricted output at a high price. The latter practice is not only harmful for the consumer but to the industry itself. It is fortunately checked by competition. The anti-trust laws sometimes protect the consumer against false representation of goods, although the Federal Trade Commission and the Food and Drugs Act afford a chief protection.

The speaker looks into the future and feels that if the Anti-trust Divisions had a field staff with at least one member in every state, a practice which he favors, the far-flung consumer organizations of future decades would find such a staff their principal support against restraint of trade.

548. FLOWERS, Dr. J.G., pres., State teachers college, Lock Haven, Pa. Where shall consumer education be taught? In: Proceedings of a conference on consumer education, (Williamsport Education Association), Williamsport, Pa., 1940, pp. 31-39.

Mimeographed.

In table of contents, title is listed: Where shall consumer education be taught in the public schools?

Av. in Coop. L.

Dr. Flowers opens his speech with his definition of consumer education, which is "simply such education as will enable individuals to make wise choices and to use good judgement when they are functioning as consumers." To fulfill this, the consumer must have knowledge or facts upon which to make his choices, he must have the opportunity to exercise his knowledge, and he must develop judgement as the result of practice. "Public Education and Economic Trends," a book by Professor T. L. Norton, states that it is necessary for consumers to develop sound value standards, desires in spending, appreciation of value, and other less tangible aspects.

The reason why consumer education is valuable is well-known, but it is more difficult to decide upon what should be taught and where. He refers to a letter by Dr. James Mendenhall, Director of the Consumer Education Project at Stephens College, at some length and agrees with him that the curriculum should be varied in accordance with the peculiar needs of the community. In the letter referred to, it is stated that in a survey made by the writer's institute it was found that there were 122 high schools offering consumer education as a separate course. These courses were scattered among the various departments, but 49 per cent were in the department of business education. In many schools, topics on units of a consumer education are offered in numerous different subjects of study. Dr. Flowers believes that the infinite number of possibilities in which units or topics could be introduced, makes the subject adaptable to many courses in the elementary school and the junior and senior high schools, and that in the last a series of well-organized units dealing with the pertinent facts of consumption could be introduced to complete the study.

In the discussion which followed his speech, Mr. Ginter, chairman of the Committee in Charge of Study and Conference of Consumer Education, praised Dr. Flowers' paper highly. Eugene P. Bertin, Director of Secondary School Curriculum, Mansfield State Teachers College, led the discussion.

549. GABLER, Dr. WERNER K., distribution consultant, American retail federation. The Retailer's activities in the consumer education



movement. In: Proceedings of a conference on consumer education, (Williamsport Education Association), Williamsport, Pa., 1940, pp. 40-49.

Mimeographed.

Av. in Coop. L.

Dr. Gabler in this speech attempts to explain how the retailers may influence the consumer movement. Retailers have long been the educators and councilors of their customers, but although they often provide honest factual information, their primary interest has been to make the consumer more willing to buy the article. For this reason, discontent has been aroused among the consumers, not by falsehood alone, for falsehood does not pay a retailer who is dependent upon repeat trade, but by "puffing." The latter consists of building up attractive advertisements, exquisite displays and skilled sales talk which increases the value of the product in the eyes of the consumer without changing its physical quality.

Such methods as these were successful until recently when, after publicity had been given to such malpractices, consumers began to object, believing that such selling methods raised distribution cost and tended to conceal the physical quality and price of the article. The retailers were often willing to cooperate with the new demand for tangible facts, but they have been forced to believe that the consumer movement has still to strengthen intellectual buying motive in comparison with the emotional ones. Business has seriously neglected to teach the consumer how to compare and to evaluate competing products. Retailers have found glamour produces more sales than the facts, and neither the retailer or consumer had been taught to make the best use of facts. The National Consumer-Retailer Council has been working since 1937 on the problem of helping the retailer find out what the customer wants and enabling the consumer to crystallize his needs.

Some retail leaders have experimented successfully with informative advertising and labeling, and have found that they are thus able to sell merchandise at lower costs and thus make greater profits. These efforts, however, are handicapped by the fact that the science of consumer testing is still practically undeveloped and the tests are imperfect and unstandardized and there is no way of expressing the results in understandable language.

Mr. Marshall Gordon, of L.L. Stearn and Sons, pointed out that stores such as Macy's have made progress in selling their own brands tested in their own laboratories.

550. INSTITUTE FOR CONSUMER EDUCATION, COLUMBIA, MO. Consumer education for college students. In: Making consumer education effective: proceedings of the second National conference on consumer education held at Stephens college, Columbia, Mo., April, 1940, (Institute for Consumer Education), n.pl.p., 1940, pp. 173-185.  
Av. in Coop. L.

The report contains a general discussion of the problems of the college student as a consumer and suggestions made by the students for courses which should be included in consumer education. No general conclusion was reached, but certain facts became apparent: that there was a tendency to divide the courses in accordance with sex, the girls being more interested in household problems, the boys in insurance and credit; that the students were satisfied on the whole with present methods of teaching, although some increase in field work was suggested; that the students believed that either consumer education courses be given to lower classmen, or, if reserved to junior and seniors, should contain more material that could be applied

to their lives after leaving college. The students who participated in the panel were all from the Middle West, and the chairman, Hugo Wall, of the University of Wichita, gave a brief summary of their findings.

- 551 INSTITUTE FOR CONSUMER EDUCATION, COLUMBIA, MO. Making consumer education effective: proceedings of the second national conference on consumer education, held at Stephens college, Columbia, Mo., April, 1940. n. pl. p., 1940. 253 pp. With appendix. (Bul. no. 2, July, 1940.)  
Av. in Coop. L.

Contents: Part I. Some Special Approaches to Consumer Education - F. G. Nichols, chairman - p. 1: 1. Address of Welcome, by Lloyd V. King - 3; 2. Introduction, by F. G. Nichols - 5; 3. What Labor is Doing, by Mark Starr - 6; 4. What the Better Business Bureaus are Doing, by K. Backman - 13; 5. What Cooperatives are Doing, by Herbert E. Evans - 22. Part II. What Should be Taught about Advertising in a Consumer Education Course? - A Forum - Sadie Orr Dunbar, chairman - 31: 1. Introduction, by Sadie Orr Dunbar - 33; 2. The Viewpoint of the Author of a Widely-Used Textbook, by Harold Rugg - 34; 3. The Viewpoint of a Classroom Teacher, by L. Zeda Mae Davis - 39; 4. The Viewpoint of a Representative of Advertising, by Douglass Taylor - 49; 5. The Viewpoint of a Marketing Specialist, by C. H. Sandage - 64; 6. General Discussion from the Floor and Speakers' Summary - 69. Part III. What is Consumer Education? - Florence Fallgetter, chairman - 75: 1. Introduction, by Florence Fallgetter - 77; 2. What is Consumer Education? - by H. Hazel Kyrk - 77. Part IV. Consumer Education Topics - Round Tables - Malcolm S. MacLean, chairman - 85; 1. Summary of Round Table Meetings, by Malcolm S. MacLean - 87; 2. What and How to Teach High School Students, by J. Cecil Parker and M. F. Rosekopf - 87; 3. What and How to Teach College Students in General, by Leland J. Gordon and Helen G. Canoyen - 91; 4. What and How to Teach Home Economics Students, by May L. Cowles - 94; 5. What and How to Teach Students in Teachers Colleges, by Ernest C. Milby - 98; 6. What and How to Teach Students of Distributive Education, by McKee Fisk and Francis Unzicker - 100; 7. What and How to Teach Adults of Average Income Level, by Esther Cole Franklin - 104; 8. What and How to Teach Adults of Low Income Level, by Fred T. Wilhelm and Mary Taylor - 110; 9. What and How to Teach Rural Consumers, by Mary Rokahr and Thelma Beall - 114; 10. Relation of Consumer Education to Health Problems, by Douglass V. Brown - 118; 11. Consumer Education and the Labeling of Consumer Credit Charges, by Ralph Nugent - 121; 12. Consumer Education and the Problems of Milk Supply, by W. P. Mortenson and R. W. Bartlett - 126; 13. Coordination and Planning of Consumer Education in Schools, by R. O. Hughes - 132; 14. Consumer Education and the Handling of Relations with Business, by Roger Wolcott - 135; 15. Consumer Education and the Cooperative Movement, by Dorothy Houston Jacobson and Lincoln Clark - 137; 16. Consumer Education and Government Services, by Edward W. McFarland and Samuel Jacobs - 141; 17. Consumer Education and Standardization of Ultimate Consumer Goods, by Faith Williams - 144; 18. Presentation Techniques: Writing, Radio and Motion Pictures, by Edgar Dale and Keith Taylor - 148; 19. Choosing and Using Materials in the Consumer Education Field, by R. S. Hadsell and Joseph De Brum - 153; 20. Propaganda Analysis and Consumer Education, by Clyde R. Miller - 156; 21. Consumer Education and the Problems of Income and Expenditures, by Day Monroe - 163; 22. What Educators Need to Know About the Consumer and Agriculture, by J. P. Cavin - 165; 23. Special Committee on Sources of Research Materials, by Margaret Reid - 168. Part V. Consumer Education for College Students - A Panel - Hugo Wall, chairman - 173: 1. Consumer Education for College Students, a



Panel - Twenty-one Students from Sixteen Mid-Western Colleges and Universities, Hugo Wall, chairman - 175. Part VI. Vitalizing Economic Education - James M. Wood, chairman - 189; 1. Introduction, by James M. Wood - 191; 2. Vitalizing Economic Education, by Harold F. Clark - 192. Part VII. Finding the Facts Educators Need to Know about Consumers and Commodities - Walter J. Matherly, chairman - 197; 1. Introduction, by Walter J. Matherley - 199; 2. Learning about Consumers, by David R. Craig - 199; 3. Learning about Commodities through Technical Research, by Ruth O'Brien - 203. Part VIII. Economic Issues of Interest to Consumer Educators - Harold S. Sloan, chairman - 211; 1. Introduction, by Harold S. Sloan - 213; 2. Consumers and Monopoly Problems, by Corwin Edwards - 213; 3. Effects of the European War on American Consumers, by Robert Brady - 224. Appendix: Summary of Round Table Meetings, by Malcolm S. MacLean - 237.

Although the major portion of this book does not refer directly to the Cooperative Movement, it merits consideration by the student of cooperative education as in many courses Cooperation is held to be a vital part of the program on consumer economics.

The book opens with a statement of policy of the Institute for Consumer Education which contains the following definition: "Consumer education is development in attaining the maximum individual and group satisfaction for time, effort, and money expended."

The proceedings of the Second National Conference on Consumer Education, which make up the body of the book, may be divided into three sections based upon the way in which the proceedings are reported. In a majority of the cases, the speeches made by the various authorities are reported in full. The round table meetings on consumer education topics are summarized in two different parts of the book, by Malcolm S. MacLean. The panel on consumer education for college students, which is a discussion by college students under the chairmanship of Hugo Wall, is also reported in full.

The contents of these meetings cover many and varied phases of the consumer education movement. Each general topic is preceded by an introduction by the chairman of the meeting, and in the case of the forum on what should be taught about advertising, the general discussion and final summaries of the speakers are also given. The speakers themselves are not limited either to one trade or one locality but include government representatives, educators and businessmen from every section of the United States.

- 552 KRINER, HARRY L., asst. director of teacher education and certification, Department of public instruction, Harrisburg, Pa. What shall be the qualifications of those who teach consumer education in the public schools? In: Proceedings of a conference on consumer education, (Williamsport Education Association), Williamsport, Pa., 1940, pp. 17-25.  
Mimeographed.  
Av. in Coop. L.

The economic problems of the past decade have made teachers of economics more attentive to the problems of the consumption of goods and the techniques of distribution, and leaders in education have become consumer conscious. Yet, according to an article by F.J. Riveth in the January, 1938 issue of the "North Central Association Quarterly," only eighteen out of 158 schools in twenty states give special courses in consumer education, although eighty per cent of the schools favored some type of instruction in this field.

Edward Reich, in an article called "Education of the Commercial Teacher in Consumer Goods", in the "Journal of Business Education",



April, 1938, reports that the courses in consumer education are erratic, incomplete, and far from universal. He also expresses his belief that instruction for the teachers is not practical enough.

A number of authorities would seem to think that there is a need for a distinction between consumer education and business education. The danger of making consumer education verbal and encyclopaedic, appears to be declining and several malpractices appear to be gradually disappearing. The trend now appears to be toward the use of experience rather than following the textbook recitation procedure. In many places there appears to be developing a cooperative program among all the instructional departments in a school which by their natures can contribute to the consumer education.

In recent years, many plans have been offered to make consumer education practicable. The Consumer Education Association, for example, has separate divisions for the university, the junior college, and the high school, and contemplates publishing a consumer education journal. Conferences, such as that arranged by the Institute for Consumer Education at Stephens College, have been held to consider ways of making the movement practicable. Of prime importance, however, is the problem of properly preparing teachers for this field. Part of this preparation would include adequate youth and adult education.

Mr. Kriner states that out of thirty five states, with whose statistics in this field he is familiar, sixteen have not established certification standards for teachers of consumer education. Until a program for consumer education is definitely decided upon, establishment of certification standards should not be made lest such might hinder the development of the program in a full and free manner. It is particularly important to decide whether consumer education is to be an isolated or an integrated process, and the type of qualifications needed for teachers in making consumer education a functional process will depend upon this.

In the discussion which follows this speech, Dr. George H. Parks, Director of Vocational and Adult Education in the Williamsport School District, expresses himself in complete agreement with Dr. Kriner. In addition, Dr. Parks stresses his belief that no person should teach consumer education "unless he has been a definite and tried consumer for a sufficient period of time."

553. KYRK, HAZEL, assoc. prof., Dept. of economics and household administration, University of Chicago. What is consumer education? In: Making consumer education effective: proceedings of the second National conference on consumer education held at Stephens college, Columbia, Mo., April, 1940, (Institute for Consumer Education), n. pl. p., 1940, pp. 77-84. Av. in Coop. L.

A definition of consumer education can best be obtained by an analysis of what is meant by a consumer and his activities. These can be divided into choice-making, market selection, and using. The consumer activity defined as "using" falls into three classes: pure consumption, as eating, or wearing clothes; consumer production, as the household arts; creative activity, as leisure time enjoyments. And the question arises if development for the improvement of the latter is to be considered a part of consumer education.

The speaker believes that the problem of educating the consumer as a buyer has been sufficiently discussed and agreed upon. As a buyer, the consumer has two educational needs: understanding of the kind of economic arrangements, business practices, and public policies that promote the consumer-buyer's interests, and this involves a knowledge of standards for the appraisal of the market

situation; knowledge of the specifications or characteristics that make an article good or bad for its purpose. Buying is a productive activity.

The purpose of consumer education in the field of choice-making is to prove the wants themselves, and to maximize welfare differently defined. It is necessary to make the consumer conscious of his own standards, to evaluate them, and to develop independence and discrimination.

Professor Kyrk states that she does not, therefore, in the light of her definition of consumer activities, consider all the problems economic, nor that consumer education should be entirely economic education. She also thinks the term "course in consumer education" is misleading. Education for the consumer not only embraces formal education but attempts to develop all kinds of "learnings." The business groups, whose objective is to change consumption habits, have been most active, and consciously active, in the education of the consumer as a choicemaker.

554. MACK, PAULINE BEERY, prof. of textile chemistry and director of research in home economics, Pennsylvania State college. To what extent can consumer education solve consumer problems: research and consumer education. In: Proceedings of a conference on consumer education, (Williamsport Education Association), Williamsport, Pa., 1940, pp. 26-30.  
 Mimeographed.  
 Av. in Coop. L.

Since consumer education is not a standardized subject, the teacher must keep abreast of the times and remake the course as changing events require. The results of research are, therefore, of extreme value to the instructor. Because of this, textbooks alone are inadequate and must be supplemented by periodicals and bulletins.

The main agencies of research in the field of consumer goods at the present time are the land-grant colleges and universities, certain technical universities, and certain government bureaus, such as the Food and Drug Administration and the Bureau of Home Economics. In Pennsylvania State College, for example, research is made in foods and nutrition, textiles and clothing, household equipment, and housing, and bulletins are published at frequent intervals concerning the findings of these studies. Valuable information may also be gained by reading educational literature distributed by business firms, but the teacher will have to exercise caution in using this material for it is often biased.

During the discussion, led by Miss Cecile N. Gebhart, Home Economics Extension Representative of Pennsylvania State College, the question of advertising and informative labeling was discussed at some length. Dr. Mack stated that advertising is a necessary part of our system, but an attempt should be made to integrate factual bases and allure. A member of the audience brought out the point that the bill before Congress on informative labelling had been denounced by Mr. Stroock of the Stroock Woolen Mills as being unfair to his business in classifying his rugs as reworked because of a technical process through which they must pass. Dr. Mack admits this difficulty and says that "the type of informative labeling which will eventually come is a performance label."

555. MACLEAN, MALCOM S., director, General college, University of Minnesota. Consumer education topics: summary of round table meetings. In: Making consumer education effective: proceedings of the second National conference on consumer education, held at Stephens



college, Columbia, Mo., April, 1940, (Institute for Consumer Education), n. pl. p., 1940, pp. 85-171, 239-253.  
Av. in Coop. L.

Contents: See Abstract No. 551.

The first five meetings are concerned with the courses of instruction which should be given to persons of school age. It was decided that in the secondary schools consumer education should not be confined to a special department, but is an important core of learning that should be infused through every course in the school. Three major points were not agreed upon: whether the needs and activities of the students or the decision of the teachers and specialists should define the scope of consumer education; whether the ability to make specific decisions or values in a broad field of choice should be stressed; whether it is wise to center instruction on meeting present consumer needs of the students or their future needs. In the discussion on college curricula greater unanimity was reached, although there was some dissension over whether or not the conventional courses in economic principles were adequate. It was found that the majority of the courses now given in consumer education in the colleges are listed as advanced courses. Most of these are built around a textbook and use the prevalent classroom recitation and examination method. The discussion concerning home economics students included three main problems: objectives of consumer education; the content of home economics courses in consumer education; how and where courses in consumer problems shall be presented. Unanimity was reached on all these points, and it was agreed that an attempt should be made to integrate all courses rather than confining consumer education to a specific single course. The groups studying what to teach students in teachers' colleges gave particular attention to the teacher as a consumer and the development of social sensitivity on their part. Teachers have not been found to be sufficiently critical of the unsatisfactory phases of the present economic system. It was also decided that field work in consumer education courses is particularly necessary. In teaching students of distributive education it is wise to point out that although business is not a benevolent institution, nevertheless it must serve the consumer to succeed, and voluntary association of business men now curb fraudulent practices. Salespeople are also advised to attain a greater amount of exact information concerning their goods than was formerly thought necessary. It was also agreed that the consumer is undoubtedly the best educator of the salespeople.

The three discussions following were confined to discussing what should be taught various kinds of adult consumers. A family of average income level was defined as one whose income ranged from \$1275 to \$1600 a year. It was felt that with this group, more than any other, it is possible to introduce consumer education through clubs and established organizations. Now many government agencies and private groups carry on successful programs in the field. Persons in the lowest income groups, who must spend the greater part of their money for basic necessities, cannot wait for the help of educators, but form their own consumer groups, and incorporate consumer discussion and action in the program of existing groups. Rural consumers, it was agreed, face problems different from those of the urban dweller and there is a need for definite literature for both the country dweller and the retailer, as well as continued study by producers, manufacturers, distributors and consumer educators.

The remainder of these round table meetings concern themselves with special problems of consumer education. Consumer education in



the health field should include not only health techniques, but political, social, and economic problems. Consumers should be taught types, characteristics, and advantages and disadvantages of credit, and it is believed that the expression of all charges for consumer credit in terms of simple interest would be a useful tool in increasing the comparability of prices in this consumer credit market. Another group discussed how best to stimulate the consumption of milk, and the importance of milk to the consumer. Another group discussed the material which should be contained in a program for consumer education in the schools and concluded that, since the school can set up controlled conditions more readily which can be produced in a great many outside situations, the school should accept responsibility for consumer education. Another meeting agreed generally that it was of advantage to business to have consumers buy intelligently, and of advantage of the consumers to understand the problems of business.

The Cooperative Movement was discussed by another conference, and it was agreed that the consumers' cooperatives should have a place in all forms of consumer education, and that these societies should be presented to students not as a panacea but as an important trend in business. It was also felt that the cooperatives are important consumer educators because they must win converts, and because they teach through participation. Another group felt that the United States should set up a special consumer agency in Washington to unite the functions now performed by more than forty government agencies. Another group agreed that the present means of advising consumers of the result of testing and standardizing is untenable because the consumers cannot be educated to use purchasing information not found in the market place. The question of informative labeling was discussed, but no agreement was reached. Writing, radio, and motion picture experts discussed the importance of their fields in consumer education, and the experiences they have had. For example, writers find that consumer readers are attracted by brand names, and that up-to-date pamphlets are better than books, particularly textbooks. The criteria for choosing materials for a course were agreed by another conference to be the objectives of a course; the accuracy, honesty and validity of the materials; the availability of the materials; their suitability for the grade level at which the course is given. The session discussing propaganda analysis was inconclusive in its results, although generally the consumer educators were rather critical of advertising and advertising practices. The group discussing the problems of income and expenditures confined their field to the consumer with a low income. It was urged that they should better their situation as buyers, and cooperatives were mentioned as helping these groups to avoid small quantity purchases which increase merchandising costs. Another group stressed the interrelation between the problems of the farmer and those of the consumer. Finally, a group investigating courses or research material made the following recommendations: that groups and agencies interested in research meet together to discuss information that may be made presentable to the consumer; that research workers in consumption and education study the large amount of material offered by private industry; that a committee on research and consumption prepare an outline to be used for further research.

556. MONTGOMERY, D.E., consumers' counsel, U.S. Dept. of Agriculture, Consumer education in the schools. Washington, D.C.: U.S. Department of Agriculture, Consumers' Counsel Division, circa 1938. 6 pp. Mimeographed.  
Address before the Southeastern Education Association, Chattanooga, Tenn., Oct. 22, 1938.  
Av. in Coop. L.

This is a speech discussing malpractices in business as they affect the consumer. The ever-rising cost of distribution, one of the major defects in the economic system, cuts into the power of consumers to consume and of producers to sell what they produce. Moreover, in this period of widening distribution margins, the proportion of total available man-power in the service industries has increased in opposition to that in the basic production industries. This may best be illustrated by the development of present-day salesmanship. The speaker says that the methods of pressure selling were successful in the boom period of expansion before World War I but after that time were no longer suitable. It was possibly because of this attempt to compel prosperity that the United States was found to undergo the serious depression which followed the artificial period of prosperity of the 1920's.

Because of this alone, the consumer is quite naturally bewildered, but in addition, Mr. Montgomery says, deliberate efforts have been made to keep the purchaser in ignorance. He compares the labeling on packaged cereals for human consumption with the facts which, under the law of the State of South Dakota, must be placed on a package of mixed feeds for poultry or livestock. In the latter case, exact information is given concerning the quantity of every ingredient that makes up the feed, but the cereal goes no further than to give the brand name and the assurance that the quality is guaranteed. With few exceptions, the goods which are offered to household consumers disclose no specifications and carry no grade or standard identification upon the label, even though government standards do exist.

Other cases of malfessance which cause consumer confusion are given. Among these are installment-buying which keeps the consumer in ignorance of how much he is paying, and the variety of packages which make it impossible for the consumer to compare prices. He also feels that the excessive stress which is placed upon style is another form of exploitation. A book, by Helen Woodward, called "It's an Art" is mentioned by Mr. Montgomery in some detail. In it, the fact that consumers prefer glamorous spending to careful budgeting is mentioned. The speaker admits this, but he calls it a form of intoxication and wonders why this is permitted when the same art of cultivating intoxication as practiced by the liquor industry is strictly controlled. The role of education is to help a person to place greater reliance upon his reason and upon his judgement, and citizens are not to be trained only to the point where their economic illiteracy may be exploited. The consumer must be taught to look out for himself. This will mean in part that he will need more protective legislation, but it also includes this self-protection, self-development and the participation as a citizen in the social process of living. If consumer education is not soon undertaken by the consumers it will be done by other interests who would eventually destroy the serious efforts to protect themselves which the consumers are now making.

557. MONTGOMERY, DONALD E., consumers' counsel, U.S. Agricultural adjustment administration. Educated consumers make better citizens. Washington, D.C.: U.S. Department of Agriculture, circa 1939, 7 pp. Mimeographed.  
Address read at the National convention of the National Education Association, San Francisco, Calif., July 5, 1939.  
Av. in Coop. L.

It is not Mr. Montgomery's intention to prove that educated consumers make better citizens, but rather to warn against too ready acceptance of this proposition. His own view is not optimistic and that not only is the question of what is meant by an educated consumer unsettled; but the assumption that the education that is imparted



will be translated by the consumer into better citizenship has not yet been justified.

A large portion of this address stresses the fact that the consumer education movement is new and experimental, and that such new schemes always invite opposition. The speaker refers to a hearing held before the Monopoly Committee in Washington, in 1939, during which eight witnesses, including consumers, merchants, and manufacturers gave their opinions as to the needs of the consumers. This testimony showed the need of consumers to know what they are buying, the difficulty in obtaining useful information; the need for useful and reliable standards and, in addition, the desire on the part of the witnesses for information on installment contracts and on commercial sponsorship of consumer activities. The results of this hearing were attacked by commercial interests. The commercial reaction was that the consumers must be constructive rather than hostile; must not entertain the theory that business exploits consumers, and, by implication, that all criticism must be acceptable to business as well as satisfying to consumers.

Two suggestions are offered for those who are interested in educating the consumer, which are based upon a study of such criticism on the part of commerce. The consumers must be taught to be critical both to aid them to spend this money with greater success, and to equip them to take a responsible part in shaping the affairs of the world in which they live. The allegation of businessmen and advertisers that our economic institutions will be destroyed by consumer criticism is denied by the speaker who doubts that these professions are so seriously valuable as these persons would have the public believe. It is also pointed out that many business leaders do not take this attitude and urge that retailers recognize the consumer movement.

The second suggestion is that educators use materials in this field which are both scientific and objective. He points to the infiltration of material into the school courses which serve as sales propaganda rather than as unbiased works written for the profit of consumers. There is difficulty, however, in tracing the source of materials, and purported consumer organizations, engaged in publishing, may frequently not be controlled by the consumers but by private interests.

Mr. Montgomery summarizes his views in four short propositions. They are: that the first duty of consumer education is to the consumers; that this duty can be discharged only by a critical examination of the facts and the voicing of the opinions so gained; that the problems of the consumer are not isolated but must be tackled jointly by different groups whose interests may conflict; that the consumer can advance his cause only by employing accuracy and thoroughness, and that without independence their undertakings will have neither their own respect nor that of the merchants.

558. NATIONAL EDUCATION ASSOCIATION OF THE U.S. WASHINGTON, D.C. Education and economic well-being in American democracy. Washington, D.C., 1940. 237 pp. With illus.  
Below title: Educational Policies Commission, National Education Association of the United States and the American Association of School Administrators.  
Av. in N.Y.P.L.

The complexity of modern industrial economy inherently involves social cooperation and control far beyond those required in more simple economics. In totalitarian countries, these are supplied by the dictator, but in democracies they must come from social cooperation, a product of voluntary action on the part of many intelligent



individuals which must develop with the consent, and is subject to the judgment of informed citizens.

In another portion of the book, the problem of the consumer education movement is discussed. Here, it is said that it is likely that consumers' education will become relatively more important as time passes, and that courses in consumer education will have to give attention to cooperatives and other types of consumer organizations. It is stated that the conditions which make intelligent consumer action difficult, and the abuses which follow, are largely the outcome of ignorance and lack of appropriate organization on the part of the consumer. These can be conquered by the development of cooperative methods. In the United States, consumers' cooperation has advanced slowly, but steadily. It is very possible that it will assume more importance and hence deserves careful study, but although education has demonstrated its value in this field, only a beginning has been made.

559. NICHOLS, F.G., assoc. prof. of education, Harvard university. Introduction. In: Making consumer education effective; proceedings of the second National conference on consumer education at Stephens College, Columbia, Mo., Apr., 1940, (Institute for Consumer Education), n. pl. p., 1940, pp. 3-6. With illus. Av. in Coop. L.

It is pointed out that the theme of the Conference, "Making Consumer Education Effective", should serve as a focal point for the discussions and that results will not be insured unless there is an effective follow up of every constructive suggestion.

There are two great problems which top all others in the quest for an economic system that will insure not only immediate economic well-being but economic security. The true relationship between capital and labor, employer and employee, must be better understood than it is today and mutuality of interest effectively recognized. The true relationship existing between producer and consumer under a capitalistic system must be determined as a basis of cooperation.

Professor Nichols emphasizes that it is fallacious to assume that there must be eternal conflict between producer and consumer. Settlement of this issue is the first step towards the development of a truly functioning program of consumer education. Another obstacle in the way of progress in consumer education is the tendency to overlook the obvious fact that every phase of our life has its economic base. The fullest spiritual, intellectual, and physical development of our life cannot be achieved without at least a reasonable minimum of economic resources to draw upon. With these two great fundamentals being taken care of, attention may be given to the many other questions which must be answered before economic competency and self-sufficiency can be achieved.

The effort to change the habits of economic thought and action on the part of both producer and consumer, should be a long-term affair and the universality of consumer education should clearly be realized. Consumer education should be begun during the earlier school years and be continued to the end of school-learning age. It should be realized that no other field of training offers greater opportunity for cooperative curriculum planning than does that of consumer education. Sound consumer training must cut across all fields of secondary education if the vocational and other objectives of the educational programs are to be attained; economics should be restored to its rightful place in secondary schools and colleges and be made more practical than heretofore; the contribution which other agencies can make in the struggle to make people economically

self-sufficient, should not be overlooked, and the cooperation of such agencies should be welcomed. In the teaching of consumer facts the emergence of antagonism towards the capitalistic system should not be permitted.

560. O'BRIEN, RUTH, chief, Div. of textiles and clothing, U.S. Bureau of home economics. Learning about commodities through technical research. In: Making consumer education effective: proceedings of the second National conference on consumer education held at Stephens college, Columbia, Mo., April, 1940, (Institute for Consumer Education), n.pl.p., 1940, pp. 206-209.  
Av. in Coop. L.

The consumer is urging informative selling, to further intelligent buying, and this will necessitate the giving of consumer facts at the point of sale, preferably by tags or labels carrying grade designations or other types of definite information. Technical research is often the only source of these facts. This is recognized and proved by the increasing number of national research associations and laboratories that have been established with the growth of the consumer movement. However, the author shows not only the need for such information, but she points out the difficulties to be faced in determining just what type of information is desirable. Further facts, compiled by research workers, must be gotten before final conclusions concerning this phase of the work can be drawn.

561. REVIEW OF INTERNATIONAL COOPERATION. The Rainbow flag. (International Cooperative Alliance, London, Eng., Jan., 1940, 33rd year no. 1, pp. 3-4.)  
Av. in N.Y.P.L.

The article, giving a brief outline of the origin of the Rainbow Flag, was written because of the recent death of Henry J. May, the late General Secretary of the International Cooperative Alliance, a man who was instrumental in popularizing this emblem of the World Cooperative Movement. Professor Gide, acting upon the earlier suggestion of Fourier, proposed this flag to cooperators meeting at Ghent in February, 1923 and his suggestion was accepted. Gide sent a letter to Mr. May, congratulating the I.C.A. for acceptance of his proposal, and enclosed a brochure written by him in 1894, entitled "Les Douze Vertus de la Cooperation" which had in it his suggestions for this type of emblem. There was some delay while various designs were suggested which tried to carry out this idea, but finally, in 1925, the Executive of the Alliance decided to adopt officially the design of the seven colors of the rainbow in horizontal stripes, and this is the flag of which Mr. May, as he was called by Mr. Goedhart in the December issue of the Review, was "the dauntless standard bearer."

562. RUGG, HAROLD, prof. of education, Teachers college, Columbia university. What should be taught about advertising in a consumer course? the viewpoint of the author of a widely used text book. In: Making consumer education effective: proceedings of the second national conference on consumer education at Stephens College, Columbia, Mo., Apr., 1940, (Institute for Consumer Education), n. pl. p. 1940, pp. 34-39.  
Av. in Coop. L.

The problem confronting the American people is to bring forth on this continent the civilization of economic abundance, democratic behavior and integrity of expression that is now potentially available. It will be the duty of the educators to convince the pub-



lie that this civilization is within their grasp.

The major portion of Professor Rugg's speech is devoted to advertising as a part of a course on consumer education. It is important to build from the primary grades a steadily maturing understanding of the role of advertising as an agency for disseminating goods and services in modern life.

In his course on advertising at Teachers' College, Professor Rugg includes: the history of advertising in America as nearly as he can document the facts; the extent to which it is needed in our technical complex society to inform consumers about available goods and services; to what extent it informs consumers accurately about values and prices of commodities; what it costs our people; how it influences prices; who gains by the advance of advertising in our civilization; its abuses, past and present; the efforts of advertising leaders, government and private groups to get rid of these abuses; what governmental and private testing, evaluating and reporting bureaus and associations have done and now are equipped to do for the consumer.

Certain of the problems and issues which must be used as a nucleus for studying advertising are also listed: To what extent does our present system of advertising bring adequate information as to the goods and services that are available to the consumer? More specifically does it tell the truth about goods and services? Just what is the advertiser trying to do? Are his aims really incompatible with those of the scientific educators of the consumer? Can he - does he announce to the consumer the "debts" as well as the "credits" of his goods? A study of the extent to which advertising is false and misleading because of half-truths. A study of "before and after" advertisements and of the use of superlatives. A study of the use of testimonials and their effect on the consuming public. A study of emotionalizing devices and the psychology of their effect.

563. SANDAGE, C.H., prof. of marketing, Miami university. The Viewpoint of a marketing specialist. In: Making consumer education effective: proceedings of the second National conference on consumer education held at Stephens college, Columbia, Mo., April, 1940, (Institute for Consumer Education), n.pl.p., 1940, pp. 64-69. Av. in Coop. L.

It is necessary, before it can be stated what should be taught about advertising in a consumer education course, to have a rather clear understanding of the character and scope of the entire course. Minimum material on advertising would include: the character and extent of advertising as it has been and its functioning; the abuses of advertising; the methods of stopping abuses; methods of improving advertising as an aid to consumers and hence to legitimate business.

It is necessary to study advertising as it now operates, to evaluate its usefulness as an integral part of our business order, and if the competitive system be accepted, then legitimate advertising must be accepted as an efficient competitive tool. This is particularly true in a society where production is organized on a specialized basis and designed to serve consumers far removed from centers of production. In doing this better than any other agency, it proves itself productive in the economic sense of that term. Advertising is one of the economic institutions and forms a necessary part of the entire structure.

Some of the abuses which are blamed upon advertising are really caused by business or weakness in the competitive system. Untruthful, misleading, and exaggerated statements, however, are faults which can be due to advertising, and the character and extent of these abuses should be taught in a consumer course. To combat them, the manner



in which such agencies as the Federal Trade Commission, the Federal Food and Drug Administration, and the Better Business Bureaus operate, should also be studied in detail. Moreover, the ability, as well as the responsibility of the consumer in stopping such practice should be emphasized.

Mr. Sandage feels that the value of advertising would be increased if it became a more accurate and complete guide to consumer buying, and to further this, he advocates the adoption of standards which may readily be understood by the consumer. As the true function of advertising is to interpret the want-satisfying qualities of a product to potential buyers, advertisers must assume the responsibility of educating consumers in the meaning of standard terms. Other suggestions made by the speaker for improving modern advertising are: the elimination of unnecessary advertising costs; better interpretation of a product in terms of human wants; efficient exploitation of profitable markets. It is also suggested that consumers might advertise to inform business of their demands.

594. STARR, MARK, educational director, International ladies' garment workers' union, N.Y. Some special approaches to consumer education: what labor is doing. In: Making consumer education effective: proceedings of the second National conference on consumer education at Stephens college, Columbia, Mo., 1940, (Institute for Consumer Education), n. pl. p., 1940, pp. 6-13.  
Av. in Coop. L.

After pointing out the importance of the worker's role as a consumer, the speaker states that the workers as consumers should participate in various phases of consumer education and in the consumer cooperative movement, and that actual participation by labor in consumer education includes distribution of the Consumers Union's tests to educational directors and trade union classes, the circulation of the "Consumer Guide" (published by the U.S. Department of Agriculture) in classes and among members of women's auxiliaries in trade unions, the expansion of lectures and courses on consumers' problems in workers' education activities, the wide use by labor papers of the feature, "Your Dollar" (issued by the Consumers' Union), and numerous other activities.

Mr. Starr contends that "if we learn by doing, then the best consumer education is consumer action." Labor groups are sharing in the forward steps in this direction by consumer cooperation. Reports of the A. F. of L., the C.I.O., and the independent unions show that the credit union is the best entering wedge for Cooperation from the point of view of organized labor. Obviously, a group of people who know each other personally in their labor union and in the workshop are in a much better position to make loans because they personally know the individual borrowers, and can also exert social pressure to secure repayment in full. The A. F. of L. Executive Council reported to the 1939 Convention that more than 350 credit unions were already serving their affiliated unions. Certain of the C.I.O. and I.L.G.W.U. unions have also instituted credit unions.

In the year 1940, unions were participating in several other forms of Cooperation. For example, the mail-order house, known as "Co-operative Distributors," has four unions affiliated as members, and 18 unions as customers. In surveying the slow development of joint action between the consumer cooperatives and the labor movement in the United States, James Meyers is quoted as saying that while the A. F. of L. went on record as endorsing consumer cooperation as far back as 1917, organized labor for many years was unable to devote much attention or energy because it had to struggle to secure the

right of collective bargaining and, in fact to fight for its very existence. Today organized labor is showing increasingly active interest. The current labor press, with its editorials and magazine articles, heartily endorses the Movement; and the A.F. of L. and C.I.O. and many international and local unions have recently passed resolutions of approval and support of the principle.

There are certain immediate advantages in consumer education. In the first place, labor can give intimate and reliable information about quality, workmanship and fabric styles, and designs. More particularly in the garment industry, the unions in cooperation with realistic employers, have contributed industrial statesmanship to prevent the ravages of competitive anarchy from undermining the industry to the ultimate injury of the consumer. Labor can also claim credit for destroying the health hazard to the consumer arising from clothes made in fever-infected sweatshops or unsanitary basements.

Summarizing the ultimate advantages of Cooperation, Mr. Starr states that once the unions understand what the Cooperative Movement can do for them, they can be depended upon to add the weight of their organization and their membership to the strengthening of the Movement. What cooperators have done in pioneering improved labor conditions is part of the record in Great Britain and in the Scandinavian countries. Cooperatives as such provide the meeting place for the rural and the urban dweller, and also for white collar or professional workers. Farmers' marketing cooperatives can find in the ranks of labor unions a ready-made market for their foodstuffs. Cooperatives can build up an effective check to the fixed prices of the monopolies by setting up "yardstick" plants as the need arises. The Cooperative Movement will play an important part in organizing a functional democracy, organizing people according to their economic status.

The author feels that the Fascist State cannot be other than anathema to any idealistic cooperative movement because of its insistence of the latter upon fairness and equal consideration for every race and creed everywhere.

565 TAYLOR, DOUGLAS, vice-pres., Printers' Ink publications, Chicago. The Viewpoint of a representative of advertising. In: Making consumer education effective: proceedings of the second National conference on consumer education held at Stephens college, Columbia, Mo, April, 1940, (Institute for Consumer Education), n.pl.p., 1940, pp.49-64.

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Mr. Taylor's speech is made to illustrate the advantages which advertising can, and does, bring to the consumer. It is his belief that the majority of those who write and teach about advertising are not in possession of real knowledge and are too inclined to consider advertising in the light of the way in which they would have the consumer live. For this reason, textbooks, and other material used in the schools, devote most of their space to attacks upon malpractice and slight the benefits which advertising effects. The speaker then lists several things which should, in his opinion, be taught about advertising.

The primary function of advertising is the application of mass production and machine methods to its distribution and sale of goods, paralleling the same methods which have been applied so successfully to the production of goods. If the consumer is taught about advertising he should be taught honestly and intelligently about its use. Mr. Taylor explains carefully that the cost of advertising a product is usually a very small part of the cost per package, and in computing



it other considerations are to be studied. Advertising builds volume, permitting mass production with its savings. An advertised product is usually made by an established firm which can be held accountable for the quality of its manufacture. It must also be remarked that unadvertised products, which may possibly sell for less, may depend, to a large extent upon the publicity given that type of products by the firms which do advertise.

Advertising acts as a protection against monopoly. One of the fallacies taught consumers is that advertising is expensive, and therefore prohibited to the small business. Actually it may be the small firm's only protection against the competition of a larger business and it enables it to compete by concentrating its smaller funds in limited markets. Advertising also makes possible the low price of periodicals, only part of the cost of which is usually paid by the purchaser.

Mr. Taylor believes that the consumers should be informed about the legislation which is available for their protection. His publication, "Printer's Ink," has long advocated a model law for protection against advertising abuses and abuses against advertising, but 42 percent of the people still have no adequate state legislation to protect them. He also feels that the consumer should be particularly informed about loss-leaders in merchandising, a matter which is closely related to advertising.

566. WATKINS, W.P. Educational notes. Review of international co-operation, (International Cooperative Alliance), London, Eng., Jan., 1937, 30th year, no. 1, pp. 31-32; Feb., no. 2, pp. 66-67; March, no. 3, pp. 117-118; Apr., no. 4, pp. 157-158; May, no. 5, pp. 196-197; June, no. 6, pp. 223-224; July, no. 7, pp. 265-266; Sept., no. 9, pp. 384-386; Oct., no. 10, pp. 440-442; Nov., no. 11, pp. 488-490; Dec., no. 12, pp. 535-537; Jan., 1938, 31st year, no. 1, pp. 44-46; Feb., no. 2, pp. 90-92; March, no. 3, pp. 135-137; Apr., no. 4, pp. 192-194; May, no. 5, pp. 252-254; June, no. 6, pp. 279-281; July, no. 7, pp. 356-358; Aug., no. 8, pp. 404-406; Sept., no. 9, pp. 466-468; Oct., no. 10, pp. 504-506; Nov., no. 11, pp. 548-550; Dec., no. 12, pp. 617-619; Jan., 1939, 32nd year, no. 1, pp. 42-44; Feb., no. 2, pp. 96-98; March, no. 3, pp. 142-144; Apr., no. 4, pp. 194-196; May, no. 5, pp. 248-250; June, no. 6, pp. 304-306; July, no. 7, pp. 358-360; Aug., no. 8, pp. 409-411; Sept., no. 9, pp. 462-464; Oct., no. 10, pp. 497-499; Nov., no. 11, pp. 543-545; Jan., 1940, 33rd year, no. 1, pp. 37-39; Feb., no. 2, pp. 74-76; March, no. 3, pp. 115-116; May, no. 5, pp. 194-196; June, no. 6, pp. 229-231; July, no. 7, pp. 265-267; Oct., no. 10, pp. 367-369; Nov.-Dec., nos. 11-12, pp. 419-422.)  
The October and Nov.-Dec., 1940, notes are not signed.  
Av. in N.Y.P.L.

This is a series of articles devoted to short notes on cooperative education, which usually appear every month in the Review of International Cooperation. For the sake of clarity, each subject is here treated under the heading that appears within the note.

(1) The Development of Technical Instruction in Great Britain. (Jan., 1937, #1, p. 31). The annual report of the Joint Committee of the Co-operative Union's Educational Executive and the C.W. Board, shows that the number of students enrolled each year has become stabilized at about 4,500 but the number of classes, in the session ending June, 1935, was increased to 271. There were 707 correspondence students, 3,168 who were taking the beginners' courses, 278 taking the branch managers courses, and 16, all in the grocery section, taking the department managers' course. The last two groups show a slight increase over the previous session.



(2) Co-operative Education for C.W.S. Employees. (Jan. 1937, #1, pp. 31-32). This brief note shows the expansion of the educational work organized by the English Co-operative Wholesale Society for its own employees. There were 500 more students in 1935-36 than there were in the previous year, and the number of discussion circles increased from 12 to 17. Altogether, 161 meetings were held.

(3) Progress of the Dutch Co-operative School. (Jan., 1937, #1, p. 32). This is a brief item telling of the successful close of the second course of the Cooperatieve Praktijkschool, and of the plans for the third course. The school is held at the Voorwards Holiday Home of the Hook of Holland and can accommodate 32 students.

(4) A Belgian Study Circle. (Jan., 1937, #1, p. 32). The Semaine Coopérative, held in Brussels under the auspices of Les Propagateurs de la Coopération, recently held a series of eight discussions. The subjects were: The Necessity for Ample Share Capital; Conditions for the Success of Cooperative Production; Expenditure of Co-operative Societies on Social Welfare; The Extent to which Agricultural Cooperation Can Assist the Peasants; Cooperative Organization of Leisure; A Bold Consumer Policy; Cooperative Study Circles; The Construction of a National Cooperative Retail Price Index.

(5) Progress of Study Circles in Switzerland. (Feb., 1937, #2, p. 66). There were 71 study circles active in Switzerland at the end of 1936. Of these, 17 were in German speaking Switzerland, 53 in the French portion, and 1 in the Italian. In the German and Italian sections, preparations are being made for an increased number of these groups in the coming year.

(6) Courses at Var Gard in 1937. (Feb., 1937, #2, p. 66). The educational work of the consumers' movement in Sweden is making steady progress, and the courses provided for cooperators other than members of the Societies' personnel tend to increase in number and variety.

(7) Co-operative Education in the Northern and Western States. (Feb., 1937, #2, p. 67). Recent issues of the "Cooperative Builder" refer to the interest in cooperative education shown in these sections of the United States. In Wisconsin, the State Federation of Labor met, and discussed how the teaching of Consumers' and Producers' Cooperation could be made more effective in the schools. The University of Minnesota organized a month's course in Cooperative Management, and a similar course was given in the State College at Manhattan, Kansas.

(8) Educational Activity of the Finnish Union K.K. (March, 1937, #3, p. 117). A letter written by Mr. U. Takki, Principal of the Co-operative School in Helsinki, was published in a recent issue of the "Konsumentbladet." The year 1936 was the most active in the School's history. Five regular specialized courses, for grocery salesmen, butchery employees, and bookkeepers were attended by 139 students. A new course for the training of leaders for local study groups was undertaken. The Wholesale OTK is supporting a course in business training which is designed to meet the Movement's urgent need for business managers. About ten students are taking this course, and last year four students who completed their training obtained posts as managers.

(9) The Co-operative High School, Prague. (March, 1937, #3, pp. 117-118). The year 1936 was very successful for organization. The number of courses rose from 13 in 1935 to 24 in 1936, and the attendance increased from 898 to 2,037. There were courses in consumers' cooperation, for the employees and officials of cooperative bakeries, for the officers of building and housing societies, as well as courses in less specialized subjects. It is said that during the nine years of its existence, the School has provided instruction for more than 7,000 cooperators.

(10) Study Clubs and Co-operative Action. (March, 1937, #3, p. 118). This is a review of an item in the "Canadian Co-operator" which tells of the activity of study clubs, working under the Antigonish plan, in Sydney, Nova Scotia. Because of this study-club activity, the Sydney Co-operative Society, a consumers' society, was founded. This society expects to end its first year with a turnover of over \$100,000. A scheme for the establishment of a co-operative library has been launched, and it is planned to erect a building which will house 30,000 volumes.

(11) Tenth Anniversary of the Brussels Chair of Co-operation. (Apr., 1937, #4, p. 157). This note is written in celebration of the tenth year of Professor Louis de Brouckère at Brussels. The chair was founded in 1926 by "Les Propagateurs de la Coopération." The influence of Professor de Brouckère has been wide. Many of his lectures have been published. He was instrumental in founding the Cooperative Seminar at Brussels and the example of Brussels has led to the establishment of similar circles at Charleroi, Ghent, Liege, and Antwerp.

(12) Educational Organization in Great Britain. (Apr., 1937, #4, pp. 157-158.) The Fourth Annual Report of the National Association of Co-operative Education Committees, a body formed for purposes of consultation and collaboration by the education committees of the local societies, shows that three-fourths of these societies with over twenty percent of the membership do not engage in any serious educational work. Of 267 societies, 67 organized classes for adults in 1935. The total number of classes was 367, and 7,363 students were in attendance. Of these classes, 73 were concerned with Co-operation, and 58 with wider social and economic problems. The remainder took in a wide range of general education. A larger number of societies, 142, organized 772 classes for 14,635 of their employees. The report also discusses other educational activities such as "Comrades' Circles, but it is felt that education as carried on by all these societies is most inadequate.

(13) A National Co-operative Film Society. (Apr., 1937, #4, p. 158). A National Co-operative Film Society will be formed in the Fall of 1936 which will encourage the use of films more extensively in co-operative educational and propaganda work.

(14) The "Francois Simland" Co-operative School. (May, 1937, #5, p. 196). This is an announcement of a new session of this, the technical school of French Consumers' Movement. There will be two series of courses. The first series will include bookkeeping, the study of the principle commodities distributed by the consumers' societies, the technical organization of a society, and a history of the Movement. The second series will extend the study of commodities to include a survey of the principal markets and sources of supply and of the laws protecting grocery products from adulteration and other frauds. A further course will deal with advertisement and publicity. In addition, the Society will give, for the first time, instruction by correspondence. The first correspondence course will be composed of 25 lessons. The first five lessons will deal with commercial practice and the remainder with the principles of accounting.

(15) Co-operative Youth in Japan. (May, 1937, #5, p. 197). The activity of young cooperators in Japan was begun during the agricultural depression and reached national proportions in 1933. In 1933, the National Young Men's Cooperative Guild was formed with a membership of some 25,000. By 1936, the number of members was 370,000, among whom were 40,000 women. There are 5,000 small district federations and 49 Sectional federations. The Society publishes two journals, "Cooperative Pioneers," a monthly review with a circulation of 20,000, and "N.Y.C.G. News" a semi-monthly magazine with a circulation of 50,000.



(16) Study Circle Progress. (May, 1937, #5, p. 197). In Austria, the first cooperative study circle has been formed under the auspices of the Central Union of Consumers' Societies and the Vienna Consumers' Society. Three circles are already in operation with some twenty members. In Switzerland, satisfactory progress has been made in the formation of new study circles. There are now 54 circles in French speaking Switzerland, 38 in the German section, and 5 in the Italian. This total of 97 circles compares with the eight study circles existing in all of Switzerland three years ago.

(17) Co-operative Education in Great Britain. (June, 1937, #6, p. 223). In a report presented to the recent Congress by the National Educational Council of the Co-operative Union, it was shown that there was an increase in the number of classes for adults in the current session and that the number of students increased by nearly 1,200 to 5,002. On the other hand, although 24 more classes have been started for children and adolescents, the total enrolment has declined by nearly 1,000.

(18) Progress of Technical Training. (June, 1937, #6, p. 223). In England there has been a large increase in the number of cooperative employees attending technical courses. In 1936-37 there were 22,749 registered for classes, an increase of 4,000 over the previous year. One of the reasons for the increase was the increasing insistence of a number of societies that their junior employees continue their general and technical education.

(19) The Co-operative College, Manchester. (June, 1937, #6, pp. 223-224). This institution is now completing a successful year with some 33 students enrolled in its classes. It is noted that as the value of the school becomes more widely recognized, the scholarship fund has increased.

(20) The Co-operative Training School, Superior, Wisconsin. (June, 1937, #6, p. 224). This annual school is operated by the Central Cooperative Wholesale. In its most recent session, it had an attendance of 35 students, both men and women, selected from 120 applicants. The students must have the equivalent of a high school education and be recommended by a cooperative society. They consist almost entirely of prospective managers, bookkeepers, and salesmen of consumers' societies in membership with the Wholesale. The courses include the history, principles, and organization of the Cooperative Movement, economics, bookkeeping, merchandising, and commercial arithmetic and correspondence.

(21) The Co-operative Seminary, Freidorf. (July, 1937, #7, p. 265). A course on Cooperation will be given by the Swiss Cooperative Seminary of the Swiss consumers' movement from August 9 to 21, 1937. The course will be divided into three sections: for the housewives in general and members of cooperative women's organizations for saleswomen in consumers' societies; for managers, board members, auditors and propagandists. The activities of the Seminary for the remainder of the year will include six courses. One of these will be a preparatory course for leaders of study circles in the French speaking cantons, and the remainder are concerned with the training of shop managers and saleswomen.

(22) Educational Activity of the English C.W.S. (July, 1937, #7, pp. 265-266). A report made to the recent Congress by the Joint Committee for Technical Education of The Co-operative Union and the English Co-operative Wholesale Society shows the expansion which has been made in the educational work the latter society carries on with its employees. In 1931-1932, courses were given in three centers to some 1,000 employees; in 1935-36, 161 lectures were given in 27 centers to 3,525 employees drawn from 40 of the society's depots and factories.



In 1936-1937, the program included a course of introductory lectures, followed by visits to some of the Wholesale's undertakings. The lectures were delivered at ten factories employing 4,000 workers. In addition to this, 24 discussion groups have been organized with a total attendance of 2,000.

(23) Co-operative Education in the North Central States. (July, 1937, #7, p. 266). This is a brief note reporting on an article in the June, 1937 issue of "Consumers' Cooperation," the official organ of the Cooperative League of the United States. In the North Central States, seven employees' courses were held in 1936-1937, under five different organizations. A total of 274 students attended. Moreover, short courses were arranged which gave a total of 19 weeks instruction to 340 persons. Special attention is given to camp schools for young people, and a novel feature is the "circuit school" which consists of a group of people in the same community who meet once a week for six weeks under the leadership of an instructor provided by the regional wholesale society, or the League, to discuss Cooperation. Such schools were held in 1936 at sixteen centers in Minnesota and twelve in Wisconsin.

(24) The American Co-operative College. (Sept., 1937, #9, p. 384). This is a brief announcement of the opening of the Cooperative Institute, a training school for cooperative officials and teachers established by the Cooperative League of the United States. Two eight-week courses will be given, one on theoretical instruction in business organization and cooperative education and propaganda, the other on practical training in the same fields.

(25) Training Store Managers in Finland. (Sept., 1937, #9, pp. 384-385). Because of the establishment of 256 new stores in Finland in 1935-1936, the need for managers, particularly in the country districts, led to the establishment of school by the Kulutusosuuskuntien Keskusliitto. The courses are of eight weeks duration, the subjects include commodities, the service of customers, storage goods, general commercial knowledge, advertising, and general courses on Cooperation.

(26) New Courses at the Danish Co-operative School. (Sept. 1937, #9, p. 385). A new scheme has been instigated at the School which will enable more students to attend its courses. Under the old plan there were two courses, one lasting six months, the other for four. Now two five months' courses will be given and in addition there will be a four month's final course for advanced students. The School also provides a number of short courses as well as correspondence tuition.

(27) Standard Courses for Co-operative Employees. (Sept., 1937, #9, p. 386). Standard courses were adopted in 1936 for salesmen and managers by the Swedish Cooperative School. The subjects studied include Cooperation, commodities, shop management, and display. Tests are given in these subjects as well as other tests in various kinds of shop work. Those students who pass receive a diploma which entitles them to enroll in the first course for shop assistants in the school at Var Gard.

(28) The Austrian Co-operative School. (Oct., 1937, #10, p. 440) The new school of the Austrian Consumers' Cooperative Movement, Unser Heim, was established at Modling, near Vienna. Salesmen's schools will occupy the first part of the winter session, and 24 salesmen will be enrolled. The methods of instruction employed will be practical throughout.

(29) Swiss Courses for Study Circle Leaders. (Oct., 1937, #10, pp. 440-441). Two courses, one French, one German, were had for circle leaders by the Swiss Cooperative Union. There were few formal lectures, but debates were held, and the students were divided into small groups for the discussion of the subjects chosen for the winter session.

(30) The "Francois Simland" Co-operative School. (Oct., 1937, #10, pp. 441-442). The six-week course of this school, the central school of the French National Federation of Consumers' Societies, will begin on the October 25, 1937. The syllabus, printed in "Le Coopérateur de France," includes Cooperation, commodities, commercial organization, and bookkeeping. Although primarily intended for employees of consumers' societies, it will also provide preliminary training for young persons wishing to find employment in cooperatives.

(31) Co-operative Instruction in North Dakota and Minnesota. (Oct., 1937, #10, p. 442). The Legislature of North Dakota, at the instance of the Farmers' Union, passed the Cooperative Studies Bill providing that optional courses in Cooperation be given in the State High Schools. In Minnesota, the Legislature approved a Bill drafted by representatives of the Northern States Cooperative League, the Midland Cooperative Wholesale Society, and the Federated Electricity Co-operative Association, and a grant of \$5,000 was made to finance the organization of cooperative studies. The State University, teachers' colleges and other institutions are now required to arrange courses on Cooperation.

(32) Educational Developments in the United States. (Nov., 1937, #11, pp. 488-489). For the annotation of this article, see No. 354.

(33) Study Circles in Paris. (Nov., 1937, #11, pp. 489-490). A systematic attempt is being made to organize study circles in each of the eight sections of the Parisian consumers' society, "L'Union des Coopérateurs." There is to be a series of seven discussions held fortnightly. The first three discussions will be concerned with the fundamentals of the Movement and will require the study of the Rochdale Principles. The fourth meeting will take up the Cooperative Programme, and obstacles to its success. The fifth discussion will study the Movement in France; the sixth, the Movement in other countries, especially Belgium and Switzerland, and the final discussion will study Cooperation and its relation to the general interests of the community.

(34) The Dutch Co-operative School and Technical Qualifications. (Nov., 1937, #11, p. 490). The fourth course of the Cooperative School of the Dutch consumers' movement will be held at the Hook of Holland. The object of the school will be to give the cooperatives employees who have a technical diploma as, under the law, the opening of every new shop is subject to the approval of the Chamber of Commerce which will require to be assured that the manager is technically competent.

(35) Co-operative Study Circles in Belgium. (Dec., 1937, #12, pp. 535-536). "Les Propagateurs de la Coopération" have just issued a pamphlet on the work of study groups and seminars already in existence with the object of encouraging the formation of local study circles. The most important group now functioning is the Seminaire Co-opératif which meets at Brussels. It was started in 1935 under the chairmanship of Professor Louis de Brouckère. The subjects for the present year are selected from the members' preferences and are divided into three groups, general, technical and educational. The pamphlet also mentions the regional study groups at Liege, Charleroi, Ghent, and Antwerp.

(36) Educational Work of "Spolem." (Dec., 1937, #12, p. 536). This item notes the steady expansion in the educational work of the Polish Union of Consumers' Societies. The Correspondence School now has over 800 students. Summer schools are held in seven different centers in Poland with an increase in attendance and in courses over the figures of the preceding year. A number of short courses are given throughout the country, and a new periodical, "The Cooperative Salesman" brings the number of the societies' regular publications up to four.



(37) The Co-operative Educational System of the U.S.S.R. (Dec., 1937, #12, p. 537). This note says that according to a recent "Information Bulletin" of Centrosoyus, the Cooperative Movement in Soviet Russia spent over 45 million roubles on education in 1936. The organization of cooperative schools is chiefly in the hands of the 2,405 district unions, but visiting teachers give technical instruction to local societies. Centrosoyus also provided correspondence tuition for 2,500 students and carried on trade and apprenticeship schools. Over 40,000 students were reached by these methods and short courses had more than 60,000 students in attendance in 1936. There are also 17 regional colleges which provide a three years' course for more than 3,000 students.

(38) Standard Courses in Sweden. (Dec., 1937, #12, p. 537). This gives an account of an article in "Var Tidning" which tells of a standard course for salesmen now offered in Sweden to correspondence students. The course is divided into four sections: Cooperation; shop organization; methods of work; commodities. The latter two vary according to whether the student is concerned with grocery, butchery, or milk and bread departments.

(39) The 1938 Programme of the Swedish Co-operative School. (Jan. 1938, #1, pp. 44-45). There are 36 residential courses included in the Var Gard curriculum for 1938. Twenty-five of these will be given for employees and officials in the trading departments. The applicants must be permanent employees of a consumers' society, over 23 years of age, have two years' experience in a cooperative store, and meet certain definite scholastic requirements. The remaining courses are for propagandists, auditors, and active cooperators of all ages. In addition to these, various specialized courses, for office workers, for butchers, for grocery assistants, and for assistants and managers in drapery and footwear departments, will be given. Two short courses will also be given for employees unable to take the full branch managers' course.

(40) Technical Training in Great Britain. (Jan., 1938, #1, pp. 45-46). The increase in the number of students attending the classes organized under the auspices of the Joint Committee on Technical Education of the British Co-operative Union and the Co-operative Wholesale Society is largely the result of the methodical work of technical education organizers in the London area and in the Midlands. In 1936-37 there were record totals of 368 classes with 5,738 students in attendance. In the same year, there were 155 classes given for 2,597 apprentices, the courses for salesmen increased from 84 to 116 with a total of 1,777 students. All other courses showed only minor fluctuation.

(41) A Year's Work in the Austrian School. (Jan., 1938, #1, p. 46). According to a recent report in "Der freie Genossenschaftler," over 1000 persons attended the first year of the Austrian Cooperative School at Vorderbrühl. Twenty-five courses were given for members' committees of the Vienna Consumers' Society, four for members' committees of District No. 2, two for supervisory councils of Districts 3 and 4, one special course for bakery workers, and there were six salesmen's schools.

(42) The Co-operative College, New York. (Feb., 1938, #2, p. 90). This note announces the second session of the College, an institution sponsored by the Cooperative League of the United States. The students of the first session are now engaged in practical courses under the supervision of various cooperatives throughout the country. In the college itself, the work is not confined to theory but the students are brought into contact with the cooperative organizations in the neighborhood and assist in their work. The principal of the College is Dr. J.P. Warbasse, and his staff numbers university professors



as well as cooperative leaders and officials of the League.

(43) Educational Activity of the German Consumers' Movement in Czechoslovakia. (Feb., 1938, #2, pp. 91-92). "Die Konsumentenvereine" gives a comprehensive survey of the educational and propaganda work carried on during 1936-37 by the Union of German Economic Societies Prague, under the stimulus of the Three Year Plan adopted by the societies. There were 36 one-day schools held for salesmen, four three-weeks' residential courses, and a one-week school for shop inspectors also. Special conferences for employees and voluntary workers were held by all the larger societies in addition to three regular courses, and special meetings for the general membership have been held with great success. Films for propaganda purposes have been employed.

(44) Ohio's Programme of Co-operative Education. (Feb., 1938, #2, p. 92). In a contribution to "Consumers' Cooperation" the Director of the Educational Department of the Ohio Farm Bureau says that the aims of this department are to develop a virile local leadership for the Movement, to enlighten the members on the theory and practices of Cooperation, and to unite rural and urban consumers on problems demanding joint action. The basis of the educational system is formed by the discussion groups, although other methods are used as well.

(45) The Co-operative High School, Prague. (March, 1938, #3, pp. 135-136). In 1937, the High School, the principal teaching institution of the Central Union of Czechoslovakian Cooperative Societies was very successful, arranging seventeen regular and twelve supplementary courses with a combined attendance of 2,328 students. In addition, nine schools and courses, chiefly practical, were held, and a special theoretical course for the employees of the Rovnost, a consumers' society, and a course for the Productive and Labor Societies were also given. The Slovakian Cooperative School, conducted at Zilin and usually giving short courses, accommodated 4,734 students in 1937.

(46) Study Circles in Switzerland. (March, 1938, #3, p. 136). According to the journals of the Swiss Cooperative Union and Wholesale Cooperative Society, there are now 150 study circles in Switzerland. Over ninety of these are in the German-speaking regions, fifty in the French, and five are in operation in the Italian section of the country. The increase in the number of these groups in the German regions is especially noteworthy as there were only thirty circles operating there in the previous year. The groups now sometimes unite to participate in studies of a wider scope, although all pursue their individual program.

(47) Study Club for Co-operative Officials in Holland. (March, 1938, #3, p. 137). This article tells of the formation of the "Co-operative Studie Club" in Holland. It is said to bear close resemblance to the Belgian "Seminaire Coopératif," established by Les Propagateurs de la Coopération.

(48) Educational Films in Great Britain. (March, 1938, #3, p. 137). As a result of joint meetings between representatives of the British Co-operative Union and the Co-operative Wholesale Society, arrangements have been made for local societies to obtain educational films, and other cinema equipment from the latter society's publicity department.

(49) Education Committee for F.D.B. (Apr., 1938, #4, p. 192). This is an announcement of the fact that the education department of the Danish Cooperative Wholesale Society (Faellesforeningen for Danmarks Brugsforeninger), has been placed under the control of a special education committee. The committee will carry out the program of the earlier department and will, in addition, be responsible for the publication of textbooks and periodicals such as the "Brugsforeningsblad." At the same time, a publicity department was formed which

will serve both the Wholesale and the individual consumers' societies.

(50) School Co-operative Societies in France. (Apr., 1938, #4, pp. 192-193). Recent reports show the progress of School Cooperatives in France. It is estimated that there are more than 5,000 such associations affiliated with the Central Office for Cooperation in Schools and a like number which are not affiliated. Thirty-three departmental sections have been formed and it is hoped that soon half of France's 97 departments will have properly organized sections.

(51) The "Francois Simland" Co-operative School, Paris. (Apr., 1938, #4, pp. 193-194). According to an article by the Francois Simland School's director, Marcel Degond, published in "Cooperation," during the last ten years over 300 employees from some fifty societies have taken the School's course in commercial organization. This enables the students to become acquainted with all the phases of a cooperative enterprise. The School also conducts correspondence courses, and the first course, one in bookkeeping, attracted over sixty students.

(52) Co-operative Schools in Yugoslavia. (Apr., 1938, #4, p. 194). According to the latest annual report of the General Cooperative Federation of Yugoslavia, the school at Zagreb provided courses on Cooperation for 33 students, the Ljubljana School taught 37 students, giving less time to Cooperation, but including specialized subjects, and the school at Vrsac, which specializes in the study of vine-growing and wine-making, gave courses attended by 43 students.

(53) Educational Work in Spain. (Apr., 1938, #4, p. 194). This article notes that despite the war in Spain, the Cooperative Movement in this country has not abandoned its educational work. As an example of this, it is noted that a school was held in January in Villarobledo, the headquarters of a well-known wine-making society.

(54) Composition of the International Co-operative School. (May, 1938, #5, pp. 252-253). According to the records of the International Co-operative School, there were 284 students from 22 countries in attendance at the school in the last three years. This number, broken down shows: 118 students were directly employed in economic enterprises; 47 were administrative officials of national and regional unions; 64, fourteen of whom held no elective office, had only a voluntary interest in the Movement; 11 were journalists, and the others formed small groups interested in other phases of Cooperation.

(55) Co-operative Instruction in French Universities and High Schools. (May, 1938, #5, pp. 253-254). The annual report for 1937 of the Central Office for Cooperation in the Schools is discussed in this note. Courses were given in the Universities of Lille, Nancy, and Lyons by Professors Lavergne, de Menthon, and Philip, respectively. The central office is providing numerous scholarships, and it is noted that one scholarship was granted to enable a student to travel to Denmark. In addition, a summer school was held at Nancy and Charleville which attracted sixty students.

(56) A Belgian Scholars' Co-operative Society. (May, 1938, #5, p. 254). This is an outline of an account in a recent issue of "Le Coopérateur Belge" concerning a cooperative society formed by the children at the "Heureux Abris," a home for orphans and adolescent invalids at Solières. Through this society, it is said, they learn to conduct transactions in a democratic manner, decide wisely, and carry out their plans loyally. The society has had its capital built up by small weekly subscriptions, and those unable to pay do work for the organization.

(57) Educational Progress in Great Britain. (June, 1938, #6, p. 279). The National Educational Council of the Co-operative Union announces that 65,303 students have enrolled in its 1937-38 session, an increase of almost 10,000 over the previous year. The classes are grouped into three sections, Junior, Adult, and Technical. However,



the Council says that this progress does not meet the standard set by the Ten Year Plan, and, in particular, the relatively slow progress of adult classes in social subjects is disappointing.

(58) The Co-operative College, Manchester. (June, 1938, #6, pp. 279-280). The College, sponsored by the National Educational Council of the Co-operative Union has had a successful year with a total enrollment of 35 students. Of these, 24 were British students holding scholarships granted either by the Union or by their individual cooperatives.

(59) Growth of Co-operative Study Groups. (June, 1938, #6, pp. 280-281). This note shows the spread of study groups in Sweden, where there were 3,223 of these organizations with 42,042 members, in Canada, where study circles are now becoming popular in provinces other than Nova Scotia where they were first developed, and in Switzerland.

(60) Re-organisation of Y.O.L.'s Co-operative School. (June, 1938, #6, p. 281). This announces that the school of the Finnish Cooperative Union (Yleinen Osuuskaspujojen Litto), previously a commercial school with a two-year course, will now reduce its course to one academic year. As before, the students must be 18 years of age, have passed through the higher elementary school, and have had two years of cooperative business experience.

(61) Technical Training in Great Britain. (July, 1938, #7, pp. 356-357). According to a report submitted to the recent Congress at Scarborough, the system of classes provided for cooperative employees in England is being steadily extended. The Joint Committee on Technical Education of the Co-operative Union and of the Co-operative Wholesale Society, had 6,163 students in its 1937 session, an increase of 400 students over the past year. It is said that the syllabi of these courses are constantly revised in order to keep abreast of current business practice.

(62) Educational Work of the English C.W.S. (July, 1938, #7, p. 357). The report of the Joint Committee referred to in the preceding annotation gives a survey of the seven years during which the Co-operative Wholesale Society has given vocational lectures for its employees. The program is now divided into two parts, four or six lectures are arranged each year for different groups. More or less permanent groups are organized and attendance is voluntary.

(63) Co-operative Education in Sweden. (July, 1938, #7, pp. 357-358). In the study clubs in Sweden it was found that Cooperation is still first among the subjects discussed by these groups. Other popular subjects were, Food and Health, Economy of Cooperative societies, Family and Community, Auditing, Cooperative and Commodity Prices, and Domestic Economy. The article also announces the expansion in the activities of the Kooperativa Förbundet's Correspondence School, largely due to its absorption of the Swedish Technical Correspondence Institute.

(64) The Co-operative School, Var Gard. (July, 1938, #7, p. 358). This note states that there were 1,266 students at the Var Gard School. There were 46 courses given, three of which, two courses for folk high school students, and one for salesmen in footwear and textile departments, were new.

(65) Co-operative Teaching in the Public Educational System. (Aug., 1938, #8, pp. 404-405). This item discusses an article written by Miss Dorothy Houston and published in the July, 1938 issue of "Consumers' Cooperation." Miss Houston wrote that 18 colleges offered courses on the Cooperative Movement although 131 discussed the subject in connection with other classes. The article was also concerned with recent laws concerning the Movement passed in Wisconsin, North Dakota and Minnesota. The writer discussed whether legislators were best fitted to determine school curricula, the relation of such



laws to the problem of academic freedom, and whether other, and more powerful, economic groups will demand legislation compelling the teaching of subjects in which they are interested.

(66) The Rochdale Institute, New York. (Aug., 1938, #8, p. 405). The College of the Cooperative League of the United States, first called the Cooperative League Institute, has again changed its name. As the Board of Regents would not give the organization a charter of incorporation if it were called either "cooperative" or a "college," it is henceforth to be known as the "Rochdale Institute-- a Training School in Consumers' Cooperation."

(67) A Co-operative School for Argentina. (Aug., 1938, #8, pp. 405-406). The Federation of Argentine Consumers' Societies has begun the foundation of a permanent cooperative school by arranging a course for the employees of consumers' societies in Buenos Aires. The course is divided into six lessons which deal partly with Cooperation and partly with technical subjects. The Federation will send the texts of the lessons to societies in the provinces.

(68) Summer Courses in Poland. (Aug., 1938, #8, p. 406). The Union of Polish Consumers' Societies has arranged a comprehensive series of 32 courses to be given in the summer schools. The courses will provide for practically every important category of cooperative employees and active members, and will include those of a general as well as those of a technical nature.

(69) The Belgian Co-operative Seminar, 1938. (Sept., 1938, #9, p. 466). "Les Propagateurs de la Coopération" have announced the Fall program of their seminar. Sixteen subjects are suggested, and the societies are to indicate which they particularly desire to study. The suggested courses are varied in nature, and it is said that one of the most interesting is a proposal for the comparative study of seven large regional consumers' societies from the point of view of their business organization and also of their social welfare and educational work.

(70) Education Through Recreation. (Sept., 1938, #9, pp. 466-467). The spread of cooperative recreation in the United States has led to the formation of an annual National Cooperative Recreation School at Waukegan, Illinois, by the Cooperative League. During the lectures, the fallacy of encouraging competitive sports was emphasized, and the lecturers pointed out that the aim of cooperative recreation is to teach people to share common experiences.

(71) Summer Courses in Switzerland. (Sept., 1938, #9, pp. 467-468). This is a rather long note dealing with the course on Cooperation given at the Seminary at Freidorf, a course for leaders of the study circles, and the cooperative camp which operated in Western Switzerland. The course on Cooperation was divided into three sections: a section dealing chiefly with household problems; a technical course for saleswomen; an advanced refresher course for leaders in the societies, comprising lectures on legal and administrative matters. The course for study circle leaders dealt partly with improving the technique of discussion and partly with a preparatory study of courses for the following winter. It is also announced that the summer camp, which includes lectures on subjects of current interest, was even better attended than its predecessor last year.

(72) Higher Professional Training in Switzerland. (Oct., 1938, #10, pp. 504-505). The Swiss Cooperative Union (Verband Schweizerische Konsumervereine) has announced new courses in business management for cooperators for the coming winter session. In compliance with the Federal Law of June 26, 1930, the Union is arranging advanced technical examinations in retail distribution. Candidates for these tests must have a certificate of proficiency secured by examination or some equivalent diploma, and have at least four years' experience

in retail distribution. The examinations will be divided into general and technical sections. The former includes written examinations in commercial correspondence and accounting, and oral examinations in accounting, general business organization, and various branches of law. The technical examinations will be entirely oral and will bear upon the special problems of the cooperative retail trade. The new courses will not be restricted to candidates for examination, although they will be based upon this syllabus.

(73) School Projects in Belgium. (Oct., 1938, #10, p.505). This article discusses the foundation of a permanent school of Cooperation, under the Belgian Consumers' Movement, as advocated by F. Logen and V. Serwy. Mr. Logen, in his inaugural address as President of the International Cooperative School, pointed out that the present methods in operation in Belgium are still insufficient to provide the Movement with a trained personnel, and that the Union Cooperative of Liège might make a beginning by training some twenty girls, who had completed the ordinary school course in salesmanship.

(74) Educational Programme of Bulgarian Co-operative Banks. (Oct., 1938, #10, pp.505-506). The Central Education Committee established in 1937 by the Bulgarian Union of the National Cooperative Banks has as its primary task the establishment of a local education committee in each affiliated bank, which is to be responsible for all kinds of education and propaganda. The Central Committee has issued various recommendations including: the securing of the largest possible circulation for cooperative publications; the organization of joint action with other cooperatives; the encouragement of collaboration in cooperative education between school teachers and leaders of reading circles; the formation of special groups of women, young people and children.

(75) Developments in Argentine. (Oct., 1938, #10, p.506). The Argentine Federation of Consumers' Societies has decided to publish the text of the lectures delivered at its cooperative school in book form. It is also announced in this brief item that the Board of the Federation has decided to form a cooperative library dedicated to the memory of Charles Gide.

(76) Co-operative College Projects for Madras. (Nov., 1938, #11, pp.548-549). Five years ago the Provincial Co-operative Union prepared a scheme for the formation of a Co-operative College which would offer a two-years' course in economics, Cooperation, technical subjects, practical training, and composition either in English or in the vernacular. This year it was proposed that the existing Central Institute be turned into a college controlled by the Registrar of Cooperative Societies, for preparing students for a University degree in Cooperation. From a symposium published in the August issue of the "Madras Journal of Co-operation," however, it is clear that a number of leading cooperators do not feel that the College should be under governmental control, but that it should be closely associated with the Provincial Co-operative Union, the proper body for directing all kinds of educational work.

(77) Technical Training of Adults. (Nov., 1938, #11, pp. 549-550). This note describes a lecture given by Mr. Paul Delbauffe, the representative of the French General Confederation of Workers' Productive Societies at the International Congress on Technical Instruction held in Berlin. Mr. Delbauffe's paper was entitled "Complimentary Technical Instruction of Adults," and in it he went deeply into the problem of the displacement of skilled workers by machinery.

(78) A New Session...of the Central Co-operative Schools. (Nov., 1938, #11, p. 550). This item announces the new session of the Co-operative College, Manchester, which will accomodate thirty students, of the Rochdale Institute, New York, which has 24 students, and of the



Cooperative Managers' School, Superior, Wisconsin, which can accommodate only 35 of its 91 applicants.

(79) Study Circles in Switzerland. (Dec., 1938, #12, pp. 617-618). The 1937-1938 session of the Technical Circle for Economic and Cooperative Study at Basle, an organization similar to the Belgian *Seminaire Coopératif* and the Dutch Cooperative Studie Club, dealt with two main topics, the Swiss Dairy Industry, and the Rationalization of Distributive Trade. The latter course included a visit to the new St. Johann warehouse of the Swiss Cooperative Union. It is also noted that *Le Coopérateur Suisse* of August 10, 1938 gives an exhaustive analysis of the composition and activity of the German speaking study circles, 95 in all with 1,510 members during the 1937-1938 season.

(80) Progress of the Dutch Praktijkschool. (Dec., 1938, #12, pp. 618-619). This item announces the close of the fifth session of the Training School of the Dutch Central Cooperative Organizations. This session was attended by 27 students, and applications for the sixth session, which will begin in January, are being received. Applicants are increasing in number, especially because the School prepares its students for the diplomas in General Commercial Knowledge and Grocery Trades which are made necessary by the Retail Trade Act of 1937.

(81) The Co-operative School of the Y.O.L. Union. (Dec., 1938, #12, p. 619). This Finnish Training school of Cooperation and Commerce has shortened its two-year course to one year because of the demand of the societies for qualified employees to cope with expanding trade. The reduced cost of training has induced more salesmen to take the course and the number of applicants has risen from 50 or 60 to 135.

(82) Members' Advisory Councils in Ohio. (Dec., 1938, #12, p. 619). This is a discussion of an article in the October number of "Consumers' Cooperation." These discussion groups in Ohio are each composed of twelve families who have common interests. They hold meetings in one another's homes. The discussion meeting is divided into three sections, business, discussion, and recreation. The material for such groups is supplied by the Education Department of the Ohio Farm Bureau.

(83) The 1939 Programme for Var Gard. (Jan., 1939, #1, pp. 42). The courses for 1939 to be given at the Swedish Cooperative School at Var Gard, Saltsjabaden, were announced in the December 1938 issue of "Var Tidning." There will be over forty courses. Three-quarters of the courses are for cooperative officials and employees, and the remainder are for members and elected officers. The program features specialization in the lowest grade in addition to offering special courses of a more advanced type, and there are classes for all shop assistants, clerks, and managers.

(84) The British Joint Committee on Technical Education. (Jan., 1939, #1, pp. 42-43). The report of this Committee shows that a total of 6,163 students enrolled in their classes during the 1937-38 season as compared with 5,738 in the previous year. The increase is largely due to the efforts of special organizers appointed for the Midlands and London. The number of classes throughout the country has risen 368 to 400 and, in addition, there has been an increase in the number of students taking correspondence courses. The total enrollments for the different grades are: apprentices, 2,834; salesmen, 1,742; Branch Managers, 147; Departmental Managers, 20; General Managers, 2. There were also 74 students attending classes in the law of commodities, and 67 in the class on the organization of commodity markets.

(85) The Rochdale Institute, New York. (Jan., 1939, #1, pp. 43-44). The latest prospectus of this institute shows that in addition to the administrative and educational training courses of the previous



year, a special course on grocery store operations designed for young men who have had six to twelve months' shop experience. This course will be given with the collaboration of the Eastern Cooperative Wholesale which will allow the students to make use of its demonstration shop and testing kitchen. One of the noteworthy policies of the Institute is the close touch it maintains with the students after they have completed their courses.

(86) Co-operative Education in Spain. (Jan., 1939, #1, p. 44). Despite the war in Spain, the growth of the Cooperative Movement in that country has increased the need for training and instruction. Three courses are being arranged in Barcelona on Cooperation, its history, and Cooperation in Spain. In addition, the Cooperative Federation of Catalonia has also arranged a special course of lectures, and the Catalan Ministry of Agriculture recently inaugurated a correspondence course on Agricultural Cooperation. Mr. R. Gonzalez, General Secretary of the National Federation, said in a recent address that a cooperative school was held in Spain for the first time in 1935 in the form of a course given at El Escorial, but these schools were disrupted by the war. However, since that time, other cooperative educational activity has continued in Spain, and it is now proposed that the National Federation and the Ministry of Labor jointly organize a Central Cooperative School.

(87) Members' Education in Sweden. (Feb., 1939, #2, pp. 96-97). This note outlines the comprehensive study by Dr. Herman Stolpe of the system of cooperative education developed by the Swedish Cooperative Union. He cites the importance of the study circles in this system, but notes that they are only supplementary to the press, films, lectures, or other methods of disseminating information. He also gives three essentials for the study circle: all students must have facilities for individual study; group discussions must enable the members to express their opinions and realize the value of friendly associations; groups must be able to maintain contact with a center of information. In addition to that, leadership is still of cardinal importance.

(88) The Swiss Study-Circles. (Feb., 1939, #2, pp. 97-98). The number of study clubs formed during the 1938-1939 session in Switzerland had reached 134 by the end of 1938, a figure that compares very favorably with the total of 154 such groups for the entire 1937-1938 session. Less satisfactory, however, is the number of societies in which circles have been formed. In 1937-1938 the total are 81; in the current season there are only 60.

(89) A New Chair of Co-operation. (Feb., 1939, #2, p. 98). This is a brief item taken from the "Canadian Co-operator" announcing the decision of Laval University, Quebec City, to found a Chair of Co-operation in its School of Social, Political, and Economic Sciences.

(90) An Instructional Film for Saleswomen. (Feb., 1939, #2, p. 98). The Consumers' Society "Lebensmittelverein," Zurich, employs film for technical training in salesmanship. It is divided into three parts: the proper handling and display of provisions and vegetables; the delivery of goods from warehouses, storage, and window decoration; the right and wrong ways of serving customers.

(91) First Decade of the Co-operative High School, Praha. (March 1939, #3, p. 142). February 10, 1939 was the tenth birthday of the School of the Czechoslovakian Central Union of Cooperative Societies (Ustredni Svaz). Since its foundation, the School has arranged 167 courses for an enrollment of 11,707 students. In the past year, despite the political crisis, the activities of the school were undisturbed, and showed an improvement over 1937 both in the number of courses given and in the number of students attending. It is worthy of note that although the School attempts to meet the needs of all types of societies, 17 of the 23 courses given last year were de-

signed for officials and employees of consumers' societies.

(92) Development of the Polish Co-operative Schools. (March, 1939, #3, pp. 142-143). The Polish Cooperative School Association (Stowarzyszenie Szkoły Spółdzielczej) to which seven cooperative institutions and 63 societies are affiliated, has plans for a central school building in Warsaw well under way. Thus far, 275,000 zlotys have been collected for the building, but at least twice this sum will be needed to complete the scheme and it is planned to have annual collections made by the societies and central cooperative organizations. It is reported also that there were 161 students attending the three existing schools during the 1937-38 session.

(93) Recruiting Co-operative Youth in Denmark. (March, 1939, #3, pp. 143-144). The Education Committee of the Danish Wholesale Society (Faellesforeningen for Danmarks Brugsforninge) has been holding a series of meetings at convenient centers in an endeavor to arouse an interest in the younger generation in the principles and achievements of Cooperation. This program has thus far proved successful.

(94) Correspondence Tuition in Sweden. (March, 1939, #3, p. 144). Brevskolan, the Correspondence School of the Swedish Cooperative Union has been in operation for twenty years and has tutored 206,000 students in more than 100 subjects. Because Brevskolan took over a private correspondence school some years ago, not all the courses on its curriculum have been limited to Cooperation. Probably its most noteworthy achievement was its formation of correspondence circles which combine the advantages of correspondence tuition and the study circle.

(95) Employee Training at Stockholm. (Apr., 1939, #4, p. 194). A recent article in "Var Tidning" stated that 1,500 of the 2,800 employees of the Stockholm Consumers' Society took part in one or another of the Society's courses. This Society has a comprehensive and graded system of general and technical training courses embracing all grades of employees in its service.

(96) Progress of Swedish Standard Courses. (Apr., 1939, #4, pp. 194-195). The standard course for employees established by the Swedish Cooperative School in 1937 has been very successful and up to the end of 1938 it was taken by some 2,000 students. The majority of them, about 1,400 specialized in the grocery branch. The final examination in these courses is one of the tests required for admission to the salesman's weeks and managers' course held at Var Gard.

(97) Consumers' Courses in Marketing. (Apr., 1939, #4, p. 195). A contributor to "Consumers' Cooperation" remarks that consumers' courses in the secondary schools in the United States tend to neglect the study of the methods by which goods are marketed. One secondary school in New York City, however, does give such instruction in a course that is divided into three sections: marketing functions; middlemen and various types of retail organizations; consumers' societies. Every pupil is required to visit at least one cooperative society and report on the information he has collected.

(98) The Central Office for Co-operation in the Schools. (Apr., 1939, #4, pp. 195-196). The meeting of the General Committee of this French Office, whose function is to serve as a link between the public educational system, the teaching profession, and the Cooperative Movement, was held at Dijon last January. The office is under the patronage of the Minister of National Education and receives financial support from both the consumers' and the agricultural cooperative movements. The number of school cooperative societies affiliated with the office is 6,500, an increase of nearly 2,000 since 1937. The Central Office adds to the advantages which the societies can offer their members. Young cooperators are given their own journal, "Copain Cop," tens of thousands of school children, by means of an agreement with



the Union Mutualiste Universitaire, are insured against accidents, and more recently an inquiry has been made into the organization of school journeys.

(99) Co-operative Education in Great Britain. (May, 1939, #5, pp. 248-249). In Great Britain, the progress of the educational program for cooperators has been adversely affected by the international crisis and by the death of Fred Hall, the Adviser of Studies. Although the returns from 1938-1939 are not yet complete, there is an estimated total of 2,966 classes with a total of 69,291 students. There has been an important increase in the number of classes for young people and in the number of students attending them, but the figures for the adult courses are almost static, and for the first time in several years the number of correspondence students has not increased. It has become evident that changes in the educational activity of the consumers' societies are being contemplated. A new Director of Education is to be appointed. There has been a slow growth in the study of Cooperation despite the Ten Year Plan for Cooperative Education, which must be counteracted. The "Co-operative Educator" has been discontinued, and educational material will be included in an enlarged edition of the "Co-operative Review." Some progress has also been made in the development of a national film service.

(100) Propaganda and Educational Activity of the V.S.K. (May, 1939, #5, pp. 249-250). This article gives a detailed outline of the propaganda work, through the press, of the Swiss Cooperative Union (Verband schweizerische Konsumervereine). It is also noted that the study-circle system is expanding, surpassing the year 1937-1938 when there were 154 circles with 1,917 members. Figures for this year, however, are not yet complete.

(101) International Exchange of Co-operative Employees. (May, 1939, #5, p. 250). The principle that cooperative employees spend some time abroad to widen their experience and outlook has long been advocated but not usually practiced. It is considered encouraging that six cooperative salesmen in Denmark, according to "Brugsforeningsbladet," were sent to work in Swedish cooperatives in exchange for six Swedish employees who went to work in Denmark. This is the result of the initiative of L.A. Godsk and Hvald Elldin, the respective principals of the Danish and Swedish Cooperative Schools.

(102) Educational Work of the French National Federation. (June, 1939, #6, p. 304). Cooperative education in France, as in other countries, has suffered from the international crisis. However, the established systems have been fairly well maintained, and marked progress has been made in the formation of school cooperatives. In addition, permission for a second series of broadcast talks has been granted although the cooperators have not gained representation on the committee that controls broadcasting services.

(103) The Francois Simiand Co-operative School. (June, 1939, #6, pp. 304-305). This school is continuing its work as in previous years. One regular course, attended by fifteen students was organized comprising commodities, bookkeeping, commercial organization, advertising, and Cooperation. Evening and correspondence courses were also given.

(104) Educational Progress in Sweden. (June, 1939, #6, pp. 305-306). According to the Board of the Swedish Cooperative Union (Kooperativa Förbundet), 1,231 students attended the 45 courses given at Var Gard during 1938. All but 400 of these students were employees of the Union or of the consumers' societies. Besides these courses, the teaching staff of the School instructed the salesmen at the societies in which they work. The correspondence school, which is not connected with Var Gard, and which supervises the work of the study



circles, has also had a successful year, with substantial increase both in the number of the courses and of the students in the correspondence schools and in the study circles.

(105) From Educational Bulletin to Co-operative Journal. (June, 1939, #6, p. 306). This note announces the enlargement of the scope of the educational "Extension Bulletin" of St. Francis Xavier University, Antigonish, to include practical Cooperation. The "Bulletin" will be succeeded by a new Journal, "The Maritime Co-operator," for which a special cooperative publishing society is to be established.

(106) Polish Co-operative Schools. (July, 1939, #7, pp. 358-359). On the eleventh of June, as part of the celebrations for the Polish Cooperative Day, the foundation stone of the new cooperative school building in Warsaw was laid. In 1938-1939, there were three schools active in the Polish Movement: the first and second classes of the Co-educational Cooperative Gymnasium; the third and final year of the Co-operative School, which is now being liquidated; the Cooperative Training School for adults. A total of 184 students attended these schools. The schools, although independent, have certain organizations, a society to supply books, a cooperative savings' bank, and a director who coordinates the activities of the teachers in charge of the schools, in common.

(107) The Rochdale Institute, New York. (July, 1939, #7, p. 359). This institute, which provides effective training in both commercial and educational activity, has completed its second year. During this time it has served more than 100 students. A tuition scholarship has been offered for the next term to the writer of the best 1500-word essay on the subject "Education in Consumers' Cooperation."

(108) The Norwegian Co-operative School. (July, 1939, #7, pp. 359-360). It is noted in "Kooperatoren" that the building for the Norwegian Cooperative School will be completed in 1939. It was necessary to modify the original plan because of rising costs of construction, and the projected assembly hall has been abandoned.

(109) Swiss Summer Courses in Co-operation. (July, 1939, #7, p. 360). Following its usual custom, the Cooperative Seminary at Freidorf has divided its course into three sections, intended for members of women's organizations, saleswomen and administrators. In each group, subjects are included which involve interesting pedagogical problems. Some of the subjects to be taught are: Self Education and its Aims; The Cooperative Idea in the Everyday Work of the Saleswomen; The Executive as Educator; the Executive and his Colleagues; Spending and Income in Swiss Housekeeping; What the Housewife Needs to Know about Money.

(110) Educational Developments in Norway. (Aug., 1939, #8, pp. 409-410). The Norwegian Cooperative School, for which the foundation stone has just been laid, differs from the recently started Polish School in that the Norwegian Movement will only be able to inaugurate its permanent training school when the building is completed, whereas the Poles are merely erecting new premises for schools which are already well established. Mr. Randolph Arnesen, Secretary of the Cooperative Union (Norges Kooperative Landsforening), outlined the work and the advantage of such a school before the recent Congress at Bodø. The Congress recommended the extension of the educational work of both the Union and the societies, and stressed the following points: that the societies make it possible for their employees to attend the School, and contribute to their traveling expenses; that the societies develop a more social life, placing increased stress on education; that special committees on education and propaganda be appointed; that special efforts be made to interest women and children; that attention be given to the circulation of cooperative publications.

(111) The Work of the Swiss Study Circles: (Aug., 1939, #8, pp. 410-411). According to figures published in the "Schweizerische Konsumerverein," the Swiss study circles have become increasingly popular. There were, in the 1938-1939 session, 79 societies which formed 173 circles with 2,314 members. There were 121 German-speaking circles with a membership of 1699 which was composed of 766 employees, 524 general members, and 303 elected officers. The proportion of women members has been steadily increasing.

(112) Adult Education in Sweden. (Aug., 1939, #8, p. 411). This refers to an article by Mr. Ragnar Lund, Principal of the Kooperativa Förbundet's Correspondence School which was published in the Annuals of the American Academy of Political and Social Sciences. He says that adult education in Sweden included both intellectual study and the cultivation of character, and therefore parallels the progressive democratization of the Swedish social system and the peoples' movements.

(113) New Developments in Denmark. (Sept., 1939, #9, p. 462). Recent issues of the "Brugforeningabladet" and the "Andelsbladet" foreshadow considerable educational activity among the local societies. The Education Committee of the Consumers' Wholesale Society has engaged in various activities to arouse greater interest in education among the members and employees. The Committee is also responsible for the collection of study material, and is preparing two study guides, one on the Cooperative Movement, the other on "The Organization of Consumers' Societies."

(114) The British Ten Year Plan. (Sept., 1939, #9, pp. 462-463). The Director of Education of the Co-operative Union has reviewed the rise and achievements of the Ten Year Plan of educational development in the August, 1939 issue of the "Co-operative Review." The results achieved in the first three years of the Plan are considerable, if not entirely satisfactory. A youth section with a special organizer has been formed by the Union's Education Department. There has been an increase of over 800 classes and 18,000 students between 1935-1936 and 1938-1939. There has been a steady increase in the sum allotted to educational purposes. To infuse fresh vigor into the execution of the Plan, the committee has approved various publicity measures during the 1939-1940 session.

(115) "Rainbow Sevens." (Sept., 1939, #9, pp. 463-464). This note tells of a plan of the Cleckheaton Society, a member of the British Co-operative Union, by which children are taught the significance of the Rainbow as symbolic of Cooperation. The children, between the ages of seven and fourteen may become members of an association known as "Rainbow Sevens" provided that they undertake to perform at least seven "Rainbow" tasks in every week. Such tasks vary exceedingly, and their performance is witnessed by the child's parent.

(116) The Argentine Educational Programme for 1939. (Sept., 1939, #9, p. 464). The Federation of Argentine Cooperative Societies has arranged for a series of lectures to be given in Buenos Aires, and for verbatim reports to be circulated among the societies. The subjects include: Private Trade and Cooperation; Cooperation and Public Services; Internal and External Enemies of Cooperation; Cooperative Accounting; The Future of Cooperation. A new plan will be tried whereby lectures will be given on the premises of societies, which have the largest number of assistants, during business hours.

(117) British Co-operative Education in Wartime. (Oct., 1939, #10, p. 497). The war broke out just when the British Consumers' Societies were ready to begin their winter educational programs. At the time this note was written, it was impossible to say how much of the regular schedule can be carried out, but it is certain that educational work among cooperative will by no means be discontinued. The



Co-operative College, for example, which has only half its usual number of students, will nevertheless continue working on a modified course.

(118) Advisory Councils in Ohio. (Oct., 1939, #10, pp. 497-498). These cooperative study groups are adapted from the study circles of Nova Scotia, and offer a varied program which includes music, business, discussions, and recreation. The work of the Councils is coordinated by "cabinets," of the Council leaders, formed in each county. The cabinet prepares plans for practical work to be carried out within a given period. The programs are eventually submitted to the county board of the cooperative association for adoption. There are some 400 Advisory Councils now operating in Ohio; audit is planned to increase the number to 1,000 during the coming autumn and winter.

(119) Study Groups and Propaganda. (Oct., 1939, #10, pp. 498-499). This note is taken from the Swedish cooperative periodical, *Vi Vill* which summarizes an exhaustive discussion of propaganda held during a course for group leaders last August.

(120) A Co-operative Evening School at the Hague. (Oct., 1939, #10, p. 499). The Dutch consumers' society, De Volharding, has instituted courses to enable its employees to qualify for the diplomas in general commercial knowledge and technical proficiency required by the Trade Law of 1937. The subjects taught include bookkeeping, business organization, commercial law, arithmetic, salesmanship, window display, and Cooperation, besides the knowledge of commodities in the various branches of the trade. The School has thus far been very successful in obtaining the required diplomas for its students.

(121) Twenty Years of the Co-operative College, Manchester. (Nov., 1939, #11, pp. 543-544). The Co-operative College, an institution sponsored by the late Fred Hall, was approved by the resolution of the Carlisle Congress in 1919. In the same year, Dr. Hall started classes in Holyoake House, the place where the College still carries on its work. Despite the fact that the College has been hindered in its program by depressions and its constant lack of adequate funds, much good work has been accomplished, and its growth has been steady until the present war. Although this crisis has cut deeply into its registration, the College is continuing its courses.

(122) The Co-operative School of the Y.O.L. Union. (Nov., 1939, #11, p. 544). Besides the regular one-year course given by this Finnish school, it is noted that there are also a number of short courses, given both in Swedish and Finnish. In 1938, there was taught an eight weeks' course, in Finnish, on Cooperation, and four ten-day courses for salesmanship. A two-weeks Swedish course was also given in these subjects.

(123) Educational Activities of the Y.O.L. (Nov., 1939, #11, pp. 544-545). The Finnish cooperative union Yleinen Osuuskassapajen Liitto states in its latest report that there were 1,288 general membership educational meetings held in 1937, with 242,035 persons in attendance, and 1,474 meetings in 1938 attended by 260,335 persons. In addition, the District Committees sent speakers to some 185 meetings and films were shown on 800 occasions to audiences totalling 160,000, a marked increase over 1937. Other forms of educational activity carried on by the Y.O.L. were also successful.

(124) Educational Developments in the U.S.A. (Nov., 1939, #11, p. 545). The Education Department of the Central Cooperative Wholesale has added some experienced members to its staff as a result of the dissolution of the Northern States Cooperative League. The Wholesale is embarking upon an enlarged program which includes the appointment of a director for each of the four district federations into which the affiliated societies are grouped, and the organization



of a network of study circles. This note also tells of the beginning of the third year of the Rochdale Institute. Noteworthy are the formation of a students' council, which is to organize the corporate life of the Institute and the inauguration of a ten-weeks' course in grocery management, arranged by the Institute in conjunction with the Eastern Cooperative Wholesale and the Consumer Distribution Corporation, with the assistance of the Good Will Fund created by the late E.A. Filene.

(125) British War-Time Educational Programme. (Jan., 1940, #1, pp. 37-38). The Education Department of the Co-operative Union, Manchester, has issued a special bulletin announcing correspondence courses particularly designed to enlighten employees new to the Movement who are replacing men called to the colors. These courses are called "War-Time Home Study Courses." The 13 employees' courses are grouped in two grades, junior and adult, and there is a general course for each grade. Seven of the courses for the members deal specifically with the Cooperative Movement; the remaining twelve deal with various aspects of war and peace. The courses for women are an adaptation of the lecture course on Consumers' Cooperation provided in normal times. This program has received the support of the National Union of Distributive and Allied Workers.

(126) Youth Propaganda by the Swedish Consumers' Movement. (Jan., 1940, #1, p. 38). Statistics supplied by Mr. Herman Stolpe, show that youth courses at Var Gard have been attended by 1,200 persons, that eleven district conferences were held in 1939, attended by 2,000 people, and that there were also 22 local meetings and 11 local conferences held. There are 100 local coordination committees now in existence. In collaboration with over a score of central organizations, the Kooperativt Forbundet arranged three youth exhibitions, which were attended by 26,000 persons. Another 15 such exhibitions were prevented by the outbreak of the war.

(127) Re-organization of Training Courses in Holland. (Jan., 1940, #1, pp. 38-39). Part of the instruction formerly given at the Coöperatieve Praktijkschool has been transferred to the G.J.D.C. Goedhart Foundation, which specializes in correspondence courses, and henceforth the theoretical part of instruction in commodities will be given only through a series of 45 correspondence lessons.

(128) Study Circles in the 1939-1940 Session. (Jan., 1940, #1, p. 29). The study-circle program of the Education Department of the Central Cooperative Wholesale in Wisconsin is proving very successful. Seventy English groups and 41 Finnish had been organized by the early part of December. This item also gives a brief notice of the ill effect the war has had upon the Swiss study circles. At the beginning of December, there were only 14 in operation in the French, and 20 in the German districts of Switzerland.

(129) 20th Anniversary of K.K.'s Co-operative School. (Feb., 1940, #2, p. 74). This is a brief review of the accomplishments of the Cooperative School of the Finnish Central Union of Consumers' Societies. During its existence the school has passed 336 persons in its training course. The system of special training courses in the different branches of trade, organized in 1930, has been especially successful, instructing 1,786 employees.

(130) The Freidorf Programme for 1940. (Feb., 1940, #2, pp. 74-75). The Swiss Cooperative Seminary has, despite world conditions, prepared a full course for 1940. The classes are designed for saleswomen, members and elected officers, and study circle leaders.

(131) The Norwegian Co-operative School. (Feb., 1940, #2, p. 75). According to "Kooperatoren" the new school building at Boerum should be ready this summer. Preparations for the school's courses are under way, and a correspondence course on the principles of Coop-

eration and the structure and organization of Cooperation in Norway was to have begun on January 15.

(132) K.F.'s Correspondence School and Swedish National Defense. (Feb., 1940, #2, pp. 75-76). This school, because it took over the Technical Correspondence Institute and has revised its courses on the lines of the technical high schools, has increased in importance since the war crisis has necessitated the mobilization of Sweden's armed forces. The army has collaborated with the School in preparing a course in National Defense for which some 15,000 students had enrolled, many forming group-correspondence classes. The school is also making use of the radio to supplement its educational program.

(133) Cooperative Management Schools in the U.S.A. (Feb., 1940, #2, p. 76). This article tells briefly of several schools which give courses in management. The schools are, that of the Education Department of the Central Cooperative Wholesale, that arranged by the Consumers' Cooperative Association, and that run by the Rochdale Institute. Similar schools are to be organized by the Midland Consumers' Cooperative Wholesale and by the Farm Bureau cooperative societies at Jamestown, North Dakota.

(134) New Plans for Youth in Great Britain. (March, 1940, #3, p. 115). A conference of representatives of the Co-operative Union's Educational Department and of the British Federation of Co-operative Youth and Woodcraft Folk to coordinate the activities of these bodies was held under the direction of the Educational Executive of the Union. Such coordination will stimulate the interest of the Movement in its youth, aid in propaganda, aid in transferring the young cooperators from children to adolescent groups, and will work for the eventual establishment of a unified National Youth Organization.

(135) Co-operative Youth in the Northern States. (March, 1940, #3, pp. 115-116). This note celebrates the tenth anniversary of the Northern States Cooperative Youth League. The League, open to all over 16 years of age, now has over 1,000 members and forty local branches. The objects of the League are to promote understanding of Co-operation, to organize recreation, and to work for international peace. To carry out its program, the League publishes a monthly bulletin, edits a youth page in "The Cooperative Builder," participates in schools and courses, arranges yearly competitions, and maintains an advisory service.

(136) Programme Building Through Discussion. (March, 1940, #3, p. 116). Under the direction of the Ohio Farm Bureau, an experiment was made in applying the technique of discussion to the formulation of a cooperative development program for 1940. Conferences were so arranged that representatives of each county were presented before a full conference, and a program drafted from the accepted suggestions.

(137) Study Circle Progress. (March, 1940, #3, p. 116). The desire of the Educational Department of the Central Cooperative Wholesale, Wisconsin, to form 250 study clubs by the end of March, it is reported, seems likely to be achieved.

(138) The British Union's Annual Report. (May, 1940, #5, pp. 194-195). The outbreak of the war in Europe has been very detrimental to the formal educational system of the British Cooperative Movement. In 1938-1939 nearly 3,000 classes with some 70,000 students attending, were held. The figures for this year are 700 and 12,000. The classes for children, affected by evacuation, were almost entirely suspended. Moreover, the response to the correspondence courses of the Union's Emergency Educational Programme was unsatisfactory, and the use of films for educational and propaganda purposes has also been retarded.

(139) French School Co-operative Societies and the War. (May, 1940, #5, pp. 195-196). These school cooperatives have continued to



thrive and are proving their worth in the present conflict. Thirty-seven of the forty district sections operating before the war are still functioning and the magazine "Copain-Cop" has resumed publication. The young cooperators are collecting scrap-iron and waste paper, and are helping to take care of the children evacuated from Alsace and Lorraine.

(140) "Les Propagateurs de la Coopération." (May, 1940, #5, p. 196). The Educational work of this Belgian society has had to be curtailed because of the upset conditions in Europe. The usual session of the Cooperative Seminar has had to be abandoned, and the retirement of Professor de Brouckère has added a further hardship. However, the society is continuing, with success, its publication of cooperative material.

(141) The 1940 Programme of the Swedish Co-operative School. (June, 1940, #6, pp. 229-230). This article announces that the school at Var Gard shows little trace of the influence of war conditions. It is continuing with its regular program and has formed a Cooperative Week for newly-engaged shop managers and salesmen.

(142) Co-operative Course for Journalists. (June, 1940, #6, p. 230). A course was arranged by the editors of "Vi" and "Kooperatoren," in conjunction with the Association of Swedish Journalists, which aims to enlighten the journalists of the general press concerning the Cooperative Movement. The course was given at the Swedish Cooperative School at Saltsjobaden.

(143) Co-operative Education in Madras. (June, 1940, #6, pp. 230-231). Various trends in Cooperation in this part of India are discussed in this article. There is a growing number of students' cooperatives in the high schools. These societies are similar in form to consumers' organizations and purchase books, stationery, and other articles for their members. The Committee on Co-operation, set up by the Provincial Government, has advised the establishment of a central college of Cooperation and two training schools in the northern and southern part of the Province. Furthermore, the Provincial Co-operative Union has fostered the establishment of a study circle for the employees of cooperatives in the City of Madras.

(144) Co-operative Youth in the Northern States. (July, 1940, #7, pp. 265-266). The Cooperative Youth League held its Tenth Annual Convention at Superior, Wisconsin in May, 1940. During the past year, twelve new local groups had been formed, and the membership of the League now totals 1,100. The League has organized 19 discussion groups. During the Convention the following recommendations were made: that the membership of the League in the National Youth Congress is to be retained; that aggression against peaceful democracies should be condemned; that the methods of other organizations for securing new members should be studied and that work and responsibility should be more widely diffused.

(145) Youth Councils in Ohio. (July, 1940, #7, pp. 266-267). During the last five years, the Education Department of the Ohio Farm Bureau has arranged thirty youth camps which were attended by some 1,000 young people who took part in courses given in cooperative subjects. As a result of these camps, 37 Youth Councils have been formed. These Youth Councils operate in much the same manner as the adult groups and their policies are determined by the whole Council and not by committees.

(146) Y.O.L.'s Co-operative School. (July, 1940, #7, p. 267). This article announces that because of the disturbance caused by warfare, the school of the Finnish Yleinen Osuuskappojen Liitto has suspended its activity until autumn.

(147) Swiss Co-operative Summer Course. (Oct., 1940, #10, p. 367). The Cooperative Summer Course, arranged by the Cooperative



Seminary and held at Freidorf, divided its program of lectures into three sections: that intended for women's committees and groups; that designed for cooperative saleswomen; that intended for managers, committee men, auditors, propagandists, and regional executive members. The program also included visits to cooperative enterprises and evening film shows.

(148) The National Education Association of the U.S.A. Advocates the Teaching of Co-operation in Schools. (Oct., 1940, #10, pp. 367-368). The committee on cooperatives of the National Education Association recommended that Cooperation be included in the curricula in public and high schools, as part of various courses. It did not favor separate course on Cooperation.

(149) More Circles to Study Co-operative Ideals. (Oct., 1940, #10, p. 368). The Education Committee of the Royal Arsenal Society, Woolwich has advocated increasing the number of that society's study circles. The committee also plans to offer 18 scholarships for essays on one of three suggested topics.

(150) War Effects on Co-operative Education in Great Britain. (Oct., 1940, #10, pp. 368-369). The results of a questionnaire sent out by the British Co-operative Union show that educational activities in Great Britain, especially those affecting younger persons, have suffered severe setbacks because of the war and the conditions it imposes. Quite a number of societies, however, have tried to counteract this trend by placing increased emphasis upon home study and many have started educational activities that are entirely new, though not wholly cooperative.

(151) The Creation of the Cauca Institute of Co-operative Study. (Oct., 1940, #10, p. 369). This institute has just been founded. It is situated at Popayan, Columbia, an important University center and is at present attached to the Cauca Employees' Cooperative Society. The Institute has among its aims the education of cooperators on economic problems, the organization of conferences, the publication of books and pamphlets, and the establishment of cultural, national, and international relations.

(152) Co-operative Education in the Punjab. (Nov.-Dec., 1940, #11-12, pp. 419-420). One of the main hinderances to the development of Cooperation in India is the Movement's lack of trained leaders. Recent efforts have been made to correct this, and the results have been most successful. The cooperative educational staff of the Punjab consists of 17 full-time inspectors and assistants. In 1938-1939, 111 classes were held for secretaries and were attended by 1,623 students; there were 195 classes for officials with 6,799 students and there were many other classes given in special subjects. In the Punjab very extensive use is made of the drama, and the plays given portray such subjects as the evil effects of vicious habit and extravagance and the advantages of Cooperation.

(153) The Swiss Study Circle Movement. (Nov.-Dec., 1940, #11-12, p. 421). The number of study circles in Switzerland has declined sharply since the outbreak of the war. The German-speaking groups were particularly hard hit and the number of circles and students in 1938-1939 in this territory declined from 121 with 1,699 students to 41 with 607 students in 1939-1940. In all Switzerland there were 77 circles with 1,065 students compared with 173 circles with 2,314 students in 1938-39.

(154) Co-operative Movement and Army Education. (Nov.-Dec., 1940, #11-12, pp. 421-422). It has become necessary to fit cooperative education into the scheme of army education outlined in the Haining Report. The Report suggests the provision of single talks, lectures, and courses of study on professional, technical, commercial, economic, and linguistic subjects. Local cooperative educational com-

mittees have been advised to make contact with Regional Committees for the provision of talks and lectures on cooperative and other subjects. The British Co-operative Union also provides correspondence courses for the cooperators who are in the army.

(155) The Teaching of Co-operation in Finnish Agricultural and Folk High Schools. (Nov.-Dec., 1940, #11-12, p. 422). In a survey carried out by the Union of Swedish Cooperative Societies in Finland it was found that 15 of 18 schools replying included Cooperation as part of their curriculum, and in one of these schools there was a special course of lectures on the Cooperative Movement. The schools complain that their work in this field, however, is being hindered by the lack of a suitable textbook, in Swedish, on Cooperation.

57. WILLIAMSPORT EDUCATION ASSOCIATION, WILLIAMSPORT, PA. Proceedings of a conference on consumer education. Williamsport, Pa., 1940. 57pp. Mimeographed.  
Av. in Coop. L.

Contents: I. Committee in Charge - p. 1; II. Appreciations - 2; III. Introductions - 3; IV. The Consumer Education Movement, Why and How it Developed, E.G. Cornelius - 5; Discussion: Robert Ferrell, Leader - 14; V. What shall be the Qualifications of those who Teach Consumer Education in the Public Schools?, Harry L. Kriner - 17; Discussion: George H. Parkes, Leader - 23; VI. To what Extent can Consumer Education Solve Consumer Problems?, Pauline Beery Mack - 26 Discussion: Cecile N. Gebhart, Leader - 29; VII. Where shall Consumer Education Be Taught in the Public Schools?, John G. Flowers - 31; Discussion: Eugene P. Bertin, Leader - 38; VIII. Retailer Activities in the Consumer Education Movement, Werner K. Gabler - 40; Discussion: Marshall Gordon, Leader - 49; IX. What Consumers Need to know about Agricultural Problems, R.N. Benjamin - 50; Discussion: Clarence McConnell, Leader - 53; X. General Summary, Harvey A. Andruss - 56; XI. Resolutions - 57.

Only a small portion of this book makes direct mention of Cooperation, but as all of it is of importance to the consumer education movement it is interesting to cooperators.

The proceedings of the conference, which was held in Austin Junior High School, Williamsport, Pennsylvania, on June 24, 1940, were published because it was felt that all teachers would be interested in its achievements and the future programs growing out of the resolutions. The committee in charge of the conference consisted of five members, with Eugene R. Guinter acting as chairman. Mr. Guinter planned to have the conference conducted as informally as possible, and open discussions were held after each speech.

The book lists the names of those people who helped to make the conference a success, and Mr. Guinter read a letter to the audience which was written by Dr. James E. Mendenhall of Stephens College Institute for Consumer Education, in which the hope was expressed that the conference would "stimulate greater enthusiasm for the objective of education for wise consumption."

The speeches made at the conference, as well as the discussions which followed each speech, are reproduced. The majority of the speeches were devoted to the need for consumer education and the various methods which have been offered to carry out the various education programs. At the close, a general summary was given by Dr. Harvey A. Andruss, Acting President of Bloomsburg State Teachers' College. Only small portions of the speeches were devoted to the Cooperative Movement, but Dr. Andruss spoke briefly in favor of the consumer cooperatives and voiced the belief that consumers will be able

to gather themselves into groups and get good results. He feared, however, that consumer education may make the mistake of concentrating its forces against the producer and try to destroy the competitive system.

Before the conference adjourned, a number of resolutions were offered by Mr. Plankenborn, which were intended to stimulate future conferences of this sort in other parts of Pennsylvania. They were passed unanimously.



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## APPENDIX

### LIST OF STUDENT COOPERATIVES IN THE UNITED STATES.

#### ALABAMA

1. Tuskegee - Students' Cooperative Association. Tuskegee Institute.

#### ARIZONA

2. Tucson - Aggie House. University of Arizona,  
1624 E. 1st Street.
3. " - Students' Co-op. University of Arizona.
4. " - University of Arizona Cooperative Book Store.  
University of Arizona.

#### ARKANSAS

5. Conway - Cooperative Home for Girls. Arkansas State  
Teachers College.
6. Clarksville - Grove Hall. The College of the Ozarks.
7. Fayetteville - Engineers' Cooperative Housing Org. University of  
Arkansas. 420 Arkansas Avenue.
8. " - F. F. A. House. University of Arkansas.  
703 West Dickson Street.
9. " - Girls' 4-H House. University of Arkansas.  
753 West Dickson Street.
10. " - Men's 4-H House. University of Arkansas.  
402 Arkansas Avenue.
11. " - Midway Cooperative House. University of Arkansas.  
203 West Dickson Street.

#### CALIFORNIA

12. Berkeley - Pacific Coast Student Cooperative League.  
University of California.
13. " - University of California Students Coop. Assn. Inc.  
University of Calif. (6 units)
14. Chico - Students' Cooperative Association. Chico State  
College.
15. Claremont - Cooperative House for Graduate Women Students.  
1122 College Avenue. Claremont College.
16. " - Cooperative Store of Associated Students of Pomona  
College. c/o Student Union. Pomona College.
17. " - Student Cooperative Store. Pomona College.  
Student Union Building.
18. Compton - Students' Cooperative Association. Compton Junior  
College.
19. Davis - Slatter's Student Cooperative Assn. Univ. of  
California.
20. " - Students' Housing Cooperative. c/o Agricultural  
College.
21. Glendale - Associated Students Coop. Bookstore. Glendale  
Junior College.

CALIFORNIA (Cont'd)

- 22. La Verne - La Verne College Student Dining Club. La Verne College.
- 23. " - La Verne College Associated Students Book Store. La Verne College.
- 24. Long Beach - Students' Cooperative Association. Long Beach Junior College.
- 25. Los Angeles - Students' Cooperative Association. Los Angeles Junior College.
- 26. " - Students' Cooperative Association. Occidental College.
- 27. " - Student Cooperative and Bookstore, 766 N. Vermont Avenue.
- 28. " - Students' Cooperative Book Store. U. C. L. A.
- 29. Oakland - Students Supply Shop. California College of Arts & Crafts. 5212 Broadway.
- 30. Ontario - Los Comedores. Chaffey Junior College.
- 31. Pasadena - Students' Cooperative Association. Pasadena Junior College.
- 32. Sacramento - Students' Cooperative Association. Sacramento Junior College.
- 33. San Anselmo - Seminary Cooperative Store. Box C. San Francisco Theological Seminary.
- 34. San Francisco - Associated Dental Students Cooperative Store Parnassus & Third Streets.
- 35. San Jose - Eckert Hall. 343 E. Reed
- 36. " - Mary George Co-op House (Women). 146 S. 10th Street. San Jose State College.
- 37. " - Mary Post Co-op House (Women). 438 S. 9th Street. San Jose State College.
- 38. Stanford University - Co-op Book Store. Stanford University.
- 39. " - Stanford Wholesale Commissary. Stanford University.
- 40. " - Walter Thompson Cooperative House. 536 Alvarado Row. Stanford University.
- 41. Stockton - Pacific Cooperative House. Stockton Junior College. 212 Fulton Avenue.
- 42. West Los Angeles - Associated Students of U. C. L. A. University of California.
- 43. " - UCLA Cooperative Housing Association. University of California. 11920 San Vicente Boulevard.

COLORADO

- 44. Boulder - Campus Club. 1134 Pleasant. Univ. of Colorado.
- 45. " - Men's Cooperative House. University Avenue. University of Colorado.
- 46. Denver - Gray Gables Cooperative Eating Club. Iliff School of Theology.
- 47. " - Students' Coop. Bookstore. Iliff School of Theology). 2201 S. University Avenue.
- 48. Fort Collins - College Girls Coop. House. 503 Remington. Colorado State College.
- 49. " - CSC Coop. Book Store. Student Union Building. Colorado State College.

CONNECTICUT

50. New Haven - Berkeley Coop. Society. Berkeley Divinity School.

FLORIDA

51. Gainesville - Student Cooperative Living Org. Univ. of Florida.

GEORGIA

52. Augusta - Students' Cooperative Foods Shop. Paine College.  
 53. " - Paine College Campus Co-op. Paine College.  
 54. Carrollton - Bicycle Co-op. W. Georgia College.  
 55. Fort Valley - Campus Co-op Store. Fort Valley State College.  
 56. Industrial College - College Co-op Shoppe. Georgia State College.  
 57. " - GSC Poultry Cooperative. Georgia State College.  
 58. " - Student Housing Project. Georgia State College.  
 59. Milledgeville - Co-op Shoppe. Georgia State College.  
 60. " - Students Coop. House. Georgia State College.

IDAHO

61. Moscow - Cooperative Eating Club. University of Idaho.  
 62. " - Students' Cooperative Dormitory. University of Idaho.

ILLINOIS

63. Carbondale - Johnson's Cooperative. 712 S. Normal.  
 Southern Illinois Normal U.  
 64. Charleston - Panthers' Lair. Eastern Ill. State Teachers  
 College.  
 65. Chicago - Bethany Boarding Club. Bethany Biblical Seminary.  
 66. " - B. M. T. S. Cooperative. 2969 Vernon Avenue.  
 67. " - Ellis Housing Cooperative. University of Chicago.  
 68. " - Ellis Student Club. 5558 Ellis Avenue.  
 University of Chicago.  
 69. " - McCormick Cooperative Bookstore. Presbyterian  
 Theological Seminary.  
 70. " - Midwest Federation of Campus Co-ops.  
 5471 S. Ellis Avenue.  
 71. " - Students' Cooperative Lunch Association.  
 Chicago Theological Seminary.  
 72. " - Woodlawn House Cooperative Dining Club. The  
 Chicago Theological Seminary. 5757 University  
 Avenue.  
 73. Evanston - North Shore Cooperative Book Shop. 833 Foster  
 Street. Northwestern University.  
 74. " - Students Cooperative Supply Co. Garrett Biblical  
 Institute. Evanston, Illinois.  
 75. Macomb - Men's Cooperative Association. Western Illinois  
 State Teachers College. 416 W. Adams.  
 76. Winnetka - Skokie School Co-op. c/o Skokie School.

INDIANA

77. Bloomington - Student Cooperative House. Indiana University.  
 78. " - Union Cooperative Dining Room. Indiana University.



# INDIANA (Cont'd)

- 79. Hanover - National Committee on Student Cooperatives.  
Hanover College.
- 80. Holy Cross - Saint Mary's Hosiery Cooperative. Saint Mary's  
College, Notre Dame.
- 81. La Fayette - Antigonish (Women). Purdue University.  
1 University Street.
- 82. " - Circle Pines (Men). Purdue University.  
225 S. Grant Street.
- 83. " - Luma (Men). Purdue University. 405 State.
- 84. " - Rochdale (Men). Purdue University. 216 Waldron.
- 85. Terre Haute - Women's Cooperative House. Indiana State Teachers  
College.

# IOWA

- 86. Ames - Students' Cooperative Dormitory. Iowa State Agri-  
cultural and Mechanical College.
- 87. Fayette - Central Cooperative House. Upper Iowa University.
- 88. " - South Cooperative House. Upper Iowa University.

# KANSAS

- 89. Baldwin - Boys' Cooperative Club (Men). Baker University.
- 90. " - Co-operatives (Women). Baker University.
- 91. Chanute - Y M - Y W-Chanute, Kansas. Chanute Jr. College.
- 92. Lawrence - Jayhawk Cooperative Club. University of Kansas.  
1614 Kentucky.
- 93. " - Rockchalk Cooperative Club. University of Kansas.
- 94. North Newton - Men's Cooperative. Bethel College.
- 95. " - Women's Cooperative. Bethel College.
- 96. Salina - KWU Student Bookstore. Kansas Wesleyan University.
- 97. " - KWU Student Cooperative. Kansas Wesleyan Univer-  
sity.
- 98. Topeka - Washburn Cooperative. 1618 College Ave.
- 99. Wichita - Friends University Coop. Bookstore. c/o Friends  
University.
- 100. Winfield - Students' Cooperative Houses. Southwestern College.

# KENTUCKY

- 101. Berea - Berea Community Cooperative. Berea College.
- 102. Lexington - Students' Cooperative Association. University of  
Kentucky.

# MASSACHUSETTS

- 103. Boston - Simmons College Cooperative Store. Simmons College.  
300 The Fenway
- 104. Cambridge - Cambridge Student Cooperative Society.  
Andover Hall. Harvard University.
- 105. North Adams - Cooperative Bookstore. State Teachers College.  
Church Street.
- 106. Springfield - Student Cooperative Store. Springfield College.
- 107. Westfield - Westfield State Teachers Coop. Westfield State  
Teachers College.

MICHIGAN

- 108. Albion - Fiske Lodge (Men). Albion College.  
108 N. Ingham Street.
- 109. " - Goodrich Club (Men). Albion College.  
116 N. Huron Street.
- 110. Ann Arbor - Abe Lincoln Cooperative. 802 Packard Street.  
University of Michigan.
- 111. " - Alice Freeman Palmer Cooperative.  
1511 Washtenaw Avenue. University of  
Michigan.
- 112. " - Brandeis Cooperative. 841 E. University.  
University of Michigan.
- 113. " - Congress Cooperative. 816 Tappan Avenue.  
University of Michigan.
- 114. " - Gabriel Richard. 918 S. State. University of  
Michigan.
- 115. " - Guild House Diner and Cooperative. 438 Maynard  
Street. University of Michigan
- 116. " - Inter-Co-operative Council. c/o Univ. of Michigan.
- 117. " - Katherine Pickerill Coop. 328 E. Huron. Univer-  
sity of Michigan.
- 118. " - Michigan Christian Fellowship House. Univ. of  
Michigan. 814 Hill Street.
- 119. " - Michigan Cooperative. 335 E. Ann Street. Univ. of  
Michigan.
- 120. " - Michigan Socialist House. University of Michigan.
- 121. " - The Michigan Wolverine Student Cafeteria.  
Washington & State Streets. Univ. of Mich.
- 122. " - Muriel Lester Cooperative House. 909 East Univ.  
Univ. of Mich.
- 123. " - Robert Owen Cooperative. 922 S. State Street.  
Univ. of Mich.
- 124. " - Rochdale Students Cooperative House. 640 Oxford  
Univ. of Mich.
- 125. " - Stalker Cooperative. 333 E. Ann Street.  
Univ. of Mich.
- 126. E. Lansing - Elsworth Cooperative. Mich. State College.  
218 Albert.
- 127. " - Hedrick Cooperative House. 405 Abbot Rd.
- 128. " - Rochdale House. Univ. of Michigan. 406 MAC.

MINNESOTA

- 129. Minneapolis - Men's Cooperative House. Univ. & 19th Avenues, S.E.
- 130. " - Students Cooperative Inc. 1721 University Ave. S.E.
- 131. St. Paul - Elms Cooperative. 1495 Hewitt Avenue. Hamline  
University.
- 132. " - Hamline University Cooperative Boarding Hall.  
830 Simpson Avenue. Hamline University.
- 133. " - Hamline University Cooperative Bookstore.  
1536 Hewitt Ave. Hamline University.

MISSOURI

- 134. Columbia - Student Cooperative Club. Univ. of Missouri.
- 135. Maryville - Quad. Northwest Missouri State Teachers College.
- 136. N. Kansas City - Central League of Campus Co-ops. Can be addressed  
either (a) c/o Katie Belle Boyce, Exec. Sec'y.,  
Denton, Texas. or (b) Gerald L. Fiedler,  
513 S. 5th St., Columbia, Mo.

MISSOURI (Cont'd)

137. St. Louis - Eden Cooperative Store. 475 E. Lockwood.  
Webster Univ. of St. Louis. Webster College.  
Groves

MONTANA

138. Bozeman - Men's Co-op House "B". 712 S. Willson Avenue.  
Montana State College.  
139. " - Women's Co-op House "A". 401 South Third Ave.  
Montana State College.  
140. Missoula - Bachelors Buying Club. Montana State University.  
601 Daly.  
141. " - Boys Co-op House. Montana State University.  
540 Daly.  
142. " - Girls Cooperative House. Montana State University.  
601 Daly.

NEBRASKA

143. Lincoln - Cornhusker Boarding Club. 1516 S. Univ. of  
Nebraska.  
144. " - Nebraska Graduate Cooperative Club. 1301 N.  
33rd Street.  
145. " - Pioneer Co-op. 511 No. 16th Street. Univ.  
of Nebraska.

NEW HAMPSHIRE

146. Durham - Commuters' Cooperative. Univ. of New Hampshire.  
147. " - Student Cooperative. Univ. of New Hampshire.

NEW JERSEY

148. New Brunswick - Cooperative Bookstore. Rutgers Univ.-  
New Jersey College for Women.

NEW MEXICO

149. State College - 4-H Club Cooperative. State College, N.M.

NEW YORK

150. Buffalo - Ye Olde Cooperative Shoppe. D'Youville College.  
151. Genesee - "COOP" House. State Normal School  
152. Ithaca - Cornell Student Cooperative, Inc. 209 Dryden Rd.  
Cornell Univ.  
153. New York - Students' Cooperative Store. Amsterdam Ave. at  
186 Street. Yeshiva College.  
154. Rochester - Students Cooperative Bookstore. 1100 So. Goodman  
Street. Colgate-Rochester Divinity School.  
155. Syracuse - Engineers Cooperative. Syracuse University.  
117 College Place.  
156. " - Hereswhere Club. 200 Walnut Place. Syracuse Univ.



NORTH CAROLINA

157. Chapel Hill - Students' Cooperative Assn. c/o Univ. of North Carolina.

OHIO

158. Berea - Co-Croft. Baldwin-Wellace College.  
 159. Bexley - Crystal Boarding Club. 544 $\frac{1}{2}$  S. Drexel Avenue. Capital University. Columbus, Ohio.  
 160. " - Optima Boarding Club. 531 S. Drexel Avenue. Capital University. Columbus, Ohio.  
 161. " - Pioneer Boarding Club. 527 S. Drexel Avenue. Capital University. Columbus.  
 162. Bluffton - Lincoln Hall Coop. Bluffton College.  
 163. Cedarville - Cooperative Boarding Club. Cedarville College.  
 164. Cleveland - Schaufler Consumers' Coop. 5115 Fowler Avenue.  
 165. Columbus - Fraternity Managers Association. Ohio State University. 104 Administration Building.  
 166. " - Rochdale Cooperative. Ohio State University. 90 - 12th Avenue.  
 167. Oberlin - The Oberlin Co-op. Oberlin College.  
 168. South Euclid - Notre Dame College Cooperative. Notre Dame College.  
 169. Yellow Springs - Antioch Campus Valet Association. Antioch College.  
 170. " - Students' Cooperative Cafeteria. Antioch College.  
 171. " - Morgen Cooperative. Antioch College. Limestone Street.

OKLAHOMA

172. Norman - Cooperative Association of Independent Men's Assn. Univ. of Oklahoma.  
 173. " - Klose Inn (Men) 569 South Univ. Blvd. Univ. of Oklahoma.  
 174. " - Rochdale Hall (Girls). 701 DeBarr. Univ. of Oklahoma.  
 175. " - University Co-op (Men). Box 2006 Blvd. Station. Univ. of Oklahoma.

OREGON

176. Corvallis - Campus Club. 1409 Monroe Street. Oregon State College.  
 177. Eugene - Campbell Co-op (Men's Coop. House). Univ. of Oregon.  
 178. " - Canard Club (Men's Coop. House). Univ. of Oregon.  
 179. " - University of Oregon Coop. Store. Univ. of Oregon.  
 180. Portland - Reed College Cooperative Store. Reed College.

PENNSYLVANIA

181. Greenville - Thiel College Coop. Book Store. Thiel College.  
 182. Lewisburg - Student Book Store. Bucknell University.  
 183. Meadville - Allegheny Women's Students' Coop. Hulings Hall. Allegheny College.  
 184. State College. - The College Cooperative Society. 244 E. Nittany Avenue.

RHODE ISLAND

- 185.Providence - Brown Cooperative Laundry. 1 Hope College.  
Brown University.

SOUTH CAROLINA

- 186.Charleston - Avery Cooperative Society. Avery Institute.  
187.Columbia - University Cooperative Stores. Univ. of South  
Carolina.

SOUTH DAKOTA

- 188.Vermillion - University Cooperative Store. Univ. of South  
Dakota.

TENNESSEE

- 189.Nashville - Cooperative Sandwich Shop. Fisk University.  
Fisk Campus.

TEXAS

- 190.Austin - Austin Consumers' Club. YMCA Univ. of Texas.  
191. " - University Cooperative Society. 2246 Guadalupe  
Street.  
192.College Station - A. & M. Students Community Cooperative Project  
House. Texas Agr. & Mech. College.  
193.Denton - Students' Cooperative Houses. Texas State College  
for Women.

VERMONT

- 194.Bennington - Bennington College Cooperative Store. Bennington  
College.

VIRGINIA

- 195.Alexandria - Cleaning and Pressing Cooperative. Virginia  
Theological Seminary.

WASHINGTON

- 196.Ellensburg - Methodist Church Cooperative. Central Washington  
College.  
197.Pullman - Student's Cooperative Association. 202 Washington  
Street. State College of Washington.  
198.Seattle - Student Coop. Association (4 living units)  
1114 E. 45th Street. Univ. of Washington.

WISCONSIN

- 199.Madison - Catholic Co-op. 723 State Street. Univ. of Wis.  
200. " - Circle Pines Coop. 429 No. Park Street. Univ.  
of Wis.  
201. " - Congo Coop. 215 No. Brooks Street. Univ. of Wis.  
202. " - Fraternity Buyers Cooperative. 770 Langdon Street.  
203. " - Green Lantern Coop. 1109 West Johnson. Univ. of  
Wisconsin.

WISCONSIN (Cont'd)

204. Madison - Huntington Coop. 301 Huntington St. Univ. of Wisconsin.  
205. " - The Paper Co-op. Univ. of Wisconsin.  
206. " - Three Squares Club. 1127 University Ave. Univ. of Wisconsin.  
207. " - University Cooperative Council. Univ. of Wisconsin.  
208. " - Wayland Cooperative. 429 No. Park Street. University of Wisconsin.  
209. " - Y M C A Coop. 740 Langdon Street. Univ. of Wis.  
210. River Falls - Kinnickinnic Coop. Boarding Club. 115 S. Fourth Street. State Teachers College.  
211. Richland - Richland County Normal Coop. c/o Richland County Center Normal School.  
212. River Falls - Seldon Inn Cooperative Housing and Boarding Club. 550 S. 4th St., State Teachers College.

WYOMING

213. Laramie - Wyoming Student Cooperative. Univ. of Wyoming.



# ABBREVIATIONS

agr.....	Agriculture
Alta.....	Alberta
Amer.....	American
Ark.....	Arkansas
assn.....	Association
assns.....	Associations
assoc.....	Associate
asst.....	Assistant
Av. in.....	Available in
bd.....	Board
bibl.....	Bibliography
bldg.....	Building
Brit.....	British
bul.....	Bulletin
C.C.N.Y.-B.....	College of the City of New York-
	Business School Library
C.U.....	Cooper Union Library
Calif.....	California
Can.....	Canada
chap.....	Chapter
co.....	Company
Col.....	Columbia University-
	South Hall Library
Col.-K.H.....	Columbia University-
	Kent Hall Library
Col.-Sch. Ex.....	Columbia University-
	Schermmerhorn Extension Library
Col.-T.C.....	Columbia University-
	Teachers College Library
comm.....	Committee
Conn.....	Connecticut
coop.....	Cooperative
Coop.L.....	Cooperative League Library
corp.....	Corporation
cos.....	Companies
Czech.....	Czechoslovakia
Den.....	Denmark
dept.....	Department
Dept. of Agr.....	Department of Agriculture
diagr.....	Diagram
diagrs.....	Diagrams
div.....	Division
doc.....	Document
Dr.....	Doctor
Ed.....	Editor
ed.....	Edition
Eng.....	England
enl.....	Enlarged

F.C.A.....	Farm Credit Administration
Ga.....	Georgia
Govt.....	Government
Gt. Brit.....	Great Britain
I.C.A.....	International Cooperative Alliance
Ia.....	Iowa
Ill.....	Illinois
illus.....	Illustration
inc.....	Incorporated
internat.....	International
Ire.....	Ireland
Kan.....	Kansas
La.....	Louisiana
Ltd.....	Limited
M.R.L.....	Municipal Reference Library
Mer.....	March
Mass.....	Massachusetts
Mich.....	Michigan
Minn.....	Minnesota
misc.....	Miscellaneous
Mo.....	Missouri
N.C.....	North Carolina
N.D.....	North Dakota
n.d.....	No Date of Publication Given
N.J.....	New Jersey
n.p.....	No Publisher Given
n.pl.p.....	No Place of Publication Given
N.S.....	Nova Scotia
n.s.....	New Series
N.Sch.....	New School for Social Research Library
N.Soc.L.....	New Society Library
N.Y.P.L.....	New York Public Library
N.Y.U.-WA.....	New York University- Washington Square Branches
Na.H.L.....	National Health Library
nat.....	National
no.....	Number
nos.....	Numbers
o.s.....	Old Series
Okla.....	Oklahoma
Ore.....	Oregon
org.....	Organization
p.....	Page
Pa.....	Pennsylvania
photo.....	Photograph
photos.....	Photographs
port.....	Portrait
pp.....	Pages
pres.....	President
prof.....	Professor
pseud.....	Pseudonym
pt.....	Part
pts.....	Parts

publ.....	Publication
R.I.....	Rhode Island
R.S.....	Russell Sage Foundation Library
R.Sch.....	Rand School Library
Rev.....	Reverend
Rt.Rev.....	Right Reverend
S.C.....	South Carolina
s.pl.p.....	Same Place of Publication
Sask.....	Saskatchewan
Scot.....	Scotland
sec.....	Section
Sec'y.....	Secretary
soc.....	Society
supt.....	Superintendent
Switz.....	Switzerland
" ..."	Three dots are used to indicate that some words have been omitted.
Tr.....	Translator
U.....	University
Univ.....	University
U.S.....	United States
U.S.A.....	United States of America
U.S.S.R.....	Union of Soviet Socialist Republics
v.....	Volume
Va.....	Virginia
vols.....	Volumes
Wash.....	Washington, State of
Wis.....	Wisconsin

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